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FOURTH ANNUAL REPORT

OF THE

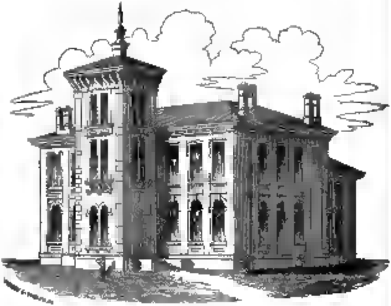
LOCAL SUPERINTENDENT

OF THE

Public Schools of the City of Toronto,

FOR THE

YEAR ENDING DECEMBER 31ST 1862.



TORONTO
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1863.

Extract from "Duties of Local Superintendent" as defined by the Board of School Trustees for 1858.

"To make an Annual Report, and submit the same to the Board, at such time as the Board may appoint, in each year recording the position of the Schools, in regard to statistics, cost system of teaching, examinations, and such other matters as may be usefully discussed and recorded."

Members of the Board of School Trustees,

FOR THE YEAR 1862

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N B.—The Chairman of the Board is, *ex officio* a member of all Standing Committees.

Officers of the Board for 1862
G A. BARBER, Esq., Secretary
Rev JAMES PORTER, Local Superintendent.

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ANNUAL REPORT

OF THE

LOCAL SUPERINTENDENT

OF

PUBLIC SCHOOLS.

TO THE CHAIRMAN AND MEMBERS OF THE BOARD OF TRUSTEES
OF THE PUBLIC SCHOOLS OF THE CITY OF TORONTO.

GENTLEMEN,—I have the honour to submit to you the following Report on the condition of the Public Schools of this city, for the year 1862.

The statistics of the City Schools herein recorded very nearly resemble those of 1861; nor do they widely differ from those of either 1860 or 1859. Knowing that every effort is made by the Board, and by those in its employ, to render the working of the schools as efficient as possible, I am constrained to conclude that their usefulness, as they are at present organized and located, cannot be very greatly increased. Yet surely it is exceedingly desirable as a matter of benevolence, and obviously expedient, as a matter of enlightened municipal economy, that the uninstructed and unemployed children of school age in this city, be they few or many, should become the subjects of school discipline and teaching rather than continue, as they are the occasion of painful anxiety to philanthropists, legislators, and all the friends of social order

Probably little can be done on their behalf until their numbers and the causes of their non-attendance at School are more accurately known. In order to the attainment of such knowledge a special annual or frequent census seems indispensably necessary The information which would result from such a census is asked year after year by the Chief Superintendent of Education, from all local school authorities. They, however, have no power to compel parents or guardians to communicate the facts required, though much it is not unlikely, could be done towards the collection of such facts by a proper combination of courtesy and skill. Here, then this important matter at present stands

It will be seen in a subsequent portion of this Report, under the heading "Special Matters worthy of Record," that a renewed endeavour towards procuring the important statistics referred to has been purposed and may yet succeed Meanwhile I feel it to be alike a duty and a pleasure to solicit attention to the following extracts from the Separate Report of E A Meredith Esq, Prison Inspector for the year 1861, relating to Homes or Houses of Refuge for destitute and neglected children Speaking of the "Necessity of Homes", and the classes of children for whose benefit they are more particularly intended,' Mr Meredith observes. "Canada boasts, and with reason, of the liberal provision which she makes for the education of her sons She offers to all her children a good education, and offers it to them free of charge. But yet it cannot be denied that a large proportion of the juvenile population, and especially of that class of the juvenile population who, from their circumstances and position in life, most stand in need of training and education derive no benefit whatever from our admirable school system. It is indeed, a matter of common remark that, in our large cities particularly a great proportion of the children of the lower classes are utterly destitute and neglected, and grow up in our midst without receiving any education or training to fit them to act their part in life as honest and useful citizens.

The existence of this large and unfortunate class of the community is wholly ignored by society, until the wretched victims of neglect and cruelty present themselves before our magistrates, and become in due course the inmates of our jails and penitentiaries

But imprisonment in jail tends only to complete the ruin of the unfortunate child. So far from checking the growth of juvenile crime, the imprisonment of the young in jail is, in fact, itself a fruitful source of crime. The indiscriminate herding together of the young and comparatively innocent with old and hardened criminals in our common

jails, has here, as elsewhere, produced in too many cases its natural fruit—the utter degradation and permanent ruin of the more youthful and innocent prisoners. We, in Canada, cannot indeed escape the conviction that we have been systematically manufacturing criminals in our jails, and that hitherto our prisons, instead of being reformatory institutions, have been simply nurseries of vice and hotbeds of crime. It may indeed be said with melancholy truth that we have provided a complete system of education for this portion of our population; but in that system the jails have been our normal schools, and the penitentiary our university.

True, indeed, we have not been singular in our neglect of these helpless and unfortunate children. Older and wealthier communities than ours, even England and France, the nations foremost in the van of civilization in Europe, have, until within the last few years, been as sinfully indifferent to the fate of the pauper children in their midst as we have been in Canada.

Within the last few years, however, a great change has come over the public mind in France and England on this great social question; and in these countries, and also in the neighbouring States, institutions under the names of "Homes," "Industrial Farms," "Refuges" or "Reformatories," have been established—all intended, in a greater or less degree, to meet the wants of this large and unfortunate class.

In our own country, reformatories for juvenile offenders have, within the last few years, been established. These establishments go some way to meet the great social want. They afford an admirable moral, religious, and industrial training to the youths who enter them; but these youths are but a small fraction of the class to which they belong, who have need of such a training. To qualify himself for the reformatory, the boy must be a convict; he must have passed through a jail, and undergone the disgrace of a trial. Reformatories are therfore not available for boys who have not entered upon a course of actual crime, and made themselves amenable to the law. They, in fact, are remedial, but not preventive; their object is to reform the boy who has become criminal, not to train and instruct the pauper boy while yet innocent of crime. This is, of all others, a case where prevention is better than cure. It is better because it is more agreeable, more hopeful, more economical, more humane, and more Christian.

Homes or Refuges form a kind of intermediate link between our common schools and our juvenile reformatories. While they partake to some extent of the character of both, they are entirely distinct, and properly distinct from both, and form, in fact, their natural and necessary supplement.

From what has preceded, it is evident that Homes are intended for the benefit of destitute and neglected pauper children; for children who, but for the inter-

vention of such extraneous aid, would receive no training or education, and who from the circumstances in which they are placed, would be drifted, as it were, into a career of vice and crime. This class of pauper children would be found to consist principally of

1. Vicious and incorrigible children.

2. Vagrants.

3. Children without parents or protectors, or children whose parents or natural protectors, from poverty or other causes, are unable or unwilling to afford them that education which they require, and to which they are entitled.

In concluding this brief memorandum, I am anxious to record my own strong conviction that it is not to our penitentiaries, nor yet to our jails, nor even to our admirable reformatories, but to "Homes," or some such institutions, that we must mainly look if we hope, with God's blessing, to "stand between the living and the dead and stay the plague" of immorality and vice around us."

In these extracts a method is proposed for dealing with an admitted and growing evil, which is at once remedial for the present and preventive for the future, and which so far as it may be applied to those who need its benefits, will combine the smallest possible extent of personal restraint with the largest possible amount of moral, mental, and physical culture.

Intelligent visitors of our City Schools have often expressed themselves as somewhat surprised at the smallness and very young appearance of the majority of the pupils in the Senior Divisions, especially in the Male Departments. This fact is, I think, explained by the consideration that many parents are glad to avail themselves of the earnings of their children, as early as they are qualified for any description of employment in which ordinary School attainments are remunerative, while the few pupils whom their parents propose to submit to higher culture, either compete for Grammar School Scholarships, at our Annual Combined Examinations, or are removed to some one of the several public Classical Schools in this City, which can be entered on reasonable terms.

During the year 1862 there has been no relaxation of long sustained effort on the part of the Teachers and the Local Superintendent, to promote the regularity and punctuality of attendance of the pupils enrolled on the several School registers. Our School regulations provide expressly for the restraint of the opposite evil; the attention of our Teachers is especially directed to its diminution, and the Board not only deals with it in the way of penalty, but also liberally provides for the encouragement of regular and punctual attendance by the public award of semi-annual Certificates of Honour to all pupils who combine such attendance with uniformly good conduct, allowance being made for inevitable absence on account of sickness

It cannot be improper that I should refer to the growing interest which is being felt on this continent in the physical education of the young. In the British Isles that education has never been utterly neglected. Youth of all classes have been more or less accustomed to athletic sports and exercises, and a good degree of general muscular development, in the direction of both strength and agility, has been the result. The volunteer movement, so general at home, has rendered military exercises particularly attractive; and public and private schools are extensively including part, at least, of these exercises, in their regular routine. It is not surprising that the Schools of the United States, should be imitating this example. Nor do I know any sufficient reason why the boys in all our Schools should not as early as practicable, be instructed in the elementary portions of military drill. Erectness of bearing and carriage, prompt obedience to orders, and facility of movement in combination with others, are among the several present advantages that would result from the adoption of such a measure. Its subservience to any future necessary or expedient military organization throughout the province, is too obvious to require to be dwelt on.

The desirableness also of gymnastics for boys and of calisthenics for girls, is now almost universally admitted.

These matters have received the attention of the Board in the course of the past year, and one result has been, the acceptance by the Board of the handsome offer of Brigade Major, R. B. Denison, Esq., (10th Military District) to receive the larger boys in the Public Schools under his orders for the purpose of their being instructed in elementary drill, for one hour in each week, after the re-opening of the Schools, in January, 1863. The Board has further placed on record its recomendation to the Board of 1863, that the subject of gymnastics in the several schools, as reported on by a special Committee, of which Mr. Carrier was the Chairman, receive its favourable consideration.

A copy of Brigade Major Denison's communication, and a copy of the Report of the Special Committee on Gymnastics, together with copies of the resolutions of the Board on those documents respectively, will be found under the heading—"Special matters worthy of Record."

I.—SUMMARY OF SCHOOLS, SCHOOL DAYS, TEACHERS, AND ATTENDANCE AND COST OF PUPILS, FOR THE YEAR 1862.

The following summary shows the number of Schools, of days during which the Schools were open, of Teachers, and of Pupils in attendance, together with the entire cost of the Schools for the year, and the cost per pupil.

1. NUMBER OF SCHOOLS.

The number of Schools was eight (8), namely the Palace Street, George Street, Park, Victoria Street, Louisa Street, John Street, Phœbe Street and Givins' Street School, each of which has a separate Male and Female Department.

2. Number of School Days.

During the six months, ending June 30th -	120
During the six months ending December 31st, in which the summer holidays were included - - - - - -	93
Total - - -	213

3. Number of Teachers.

There have been employed by the Board during the year

Head Masters - - - - - -	8
Male Assistant - - - - -	1
Head Mistresses - - - - - -	8
Senior Female Assistants - - - -	10
Junior Female Assistants - - - -	11
Total - - - -	38

N.B.—Five Female Teachers have also been occasionally employed on account of the sickness of any of the regular Teachers.

For particulars, see Appendix I. (Table A.)

4. Number of Pupils.

The number of pupils entered on the Registers of the several Schools, during the year, was,

Males,	2522
Females	2372
Total,	4894

Increase, as compared with 1861,—6

N B.—For particulars, see Appendix I (Table B)

Of these there attended as follows, viz

Less than 20 days	587
From 20 to 50 "	880
" 50 to 100 "	1158
" 100 to 150 "	596
" 150 to 200 "	863
" 200 to 225 "	508
Total,	4894

N B.—For analysis, see Appendix I. (Table C)

The average registered monthly attendance was,

Males,	1464$\frac{5}{11}$
Females,	1370$\frac{10}{11}$
Total,	2835$\frac{4}{11}$

Increase, as compared with 1861,—25

N B.—For particulars see Appendix I. (Table D.)

The average of average monthly attendance was,

Males, - - -	1351 $\frac{4}{11}$
Females - - -	1038 $\frac{3}{11}$
Total, - -	2389 $\frac{7}{11}$

Increase, as compared with 1861 —4.

N. B.—For particulars, see Appendix I. (Tables D and E.)

The average daily attendance was,

Males, - - -	1144 $\frac{114}{212}$
Females, - - -	1038 $\frac{184}{212}$
Total, - -	2182 $\frac{88}{212}$

Increase, as compared with 1861,—3

The average daily absences of pupils were,

Males - - - -	309
Females, - - -	335
Total, - -	644

Increase, as compared with 1861,—24.

The average half day absences were,

Males, - - - -	72 $\frac{133}{213}$
Females, - - -	60 $\frac{120}{213}$
Total, - -	133 $\frac{113}{213}$

The same as in 1861.

The average late attendances were,

Males,	120[illegible]
Females,	96[illegible]
Total,	216[illegible]

Decrease, as compared with 1861,—17

The smallest attendance on any one day, in the several Schools, was,

		MALES.	FEMALES.	TOTAL.
Palace Street, March 21st,		45	42	87
George Street,	Do.	111	75	186
The Park,	Do.	94	33	127
Victoria Street,	Do	93	84	177
Louisa Street,	Do.	169	123	292
John Street,	Do.	80	30	110
Phœbe Street,	Do	61	54	115
Givens' Street,	Do.	35	22	57
		688	463	1151
Smallest attendance in 1861,		559	398	957
Increase in 1862 as compared with 1861,		129	65	194

It may be remembered that March 21st, 1862, was remarkable for one of the heaviest snow storms of the season.

	MALES.	FEMALES.	TOTAL.
Palace Street, Sept 9th,	93	76	169
George Street ' 29th	190	181	371
The Park, July 2nd,	173	134	307
Victoria Street, Sept. 9th	166	214	380
Louisa Street, Sept 16th,	278	305	583
John Street, April 7th	151	101	252
Phœbe Street, June 22rd,	176	195	371
Gwynne Street, June 24th,	77	61	138
	1304	1267	2571
Largest attendance in 1861,	1329	1270	2599
Decrease in 1862, as compared with 1861,	25	3	28

The largest attendance at the several Schools in 1862 ranged from April 7th to September 29th, occurring in one instance in April, in two instances in June, in one in July, and in four in September

5 COST OF THE SCHOOLS.

Regarding the total cost of the Schools for the year as $25 047, then the cost per pupil calculated

As per number of Pupils registered, was	$ 5 11
As per average registered monthly attendance, was	8 84
As per average daily attendance, was	11.48

Should we however deduct from the gross estimate, $25 047 the annual interest on sites, buildings and furniture namely, $5 280 then the differance, $19,767 will represent the net cost of the Schools for the year 1862, which will be only $9.06, per pupil, in average daily attendance.

II. SUBJECTS OF INSTRUCTION

Subjects of instruction, and number of Pupils engaged at some time during the year in the study of each:

In Reading, namely,	
First National Reader - .	1 383
Second - . - . -	1,157
Third	1,025
Fourth - . - . -	729
Fifth	558
Total, . .	4,899
In Arithmetic . - . -	2 973
English Grammar, - - .	2 358
General Geography . .	4,470
Canadian Geography . -	1,766
History - - - . -	1,892
Writing (not including writing on slates)	2,397
Book-keeping - - . -	40
Mensuration - - .	70
Algebra - . . -	35
Geometry	156
Natural Philosophy . - .	113
Vocal Music	850
Linear Drawing . . .	183
Needlework, (Girls) . - .	1,522

For particulars see Appendix I. (Table F.)

III. SCHOOL BOOKS IN USE.

The books used have been the National Readers, Sullivan's Spelling Book Superseded, Sangster's Elementary Arithmetic, Lennie's English Grammar, Sullivan's Introduction to Geography, Edwards Summary of English History, The National Book-keeping, The National Mensuration, Colenso's Algebra, and various editions of Euclid's Elements.

All the Schools are amply provided with Black-boards and Maps.

IV. SCHOOL LIBRARIES.

The number of volumes in the School Libraries, at this date, is—

Male Departments - -	1,651
Female Departments - -	990
Total, - -	2,641

The number of volumes taken out during the year, was—

Male Departments - -	5,156
Female Departments - -	5,026
Total, - -	10,182

For particulars see Appendix I. (Table G.)

V LECTURES

The Annual Lecture, required by law, was delivered by the Local Superintendent, in each of the six large School-houses and in the Palace Street School house, during the earlier part of December.

The subject was—"The Relation of Homes and Schools." The attendance in some of the Schools was rather better than in former years as additional effort had been made to notify parents and guardians that the lecture was intended for them and not for the mere entertainment of the pupils.

VI EXAMINATIONS

The three usual Examinations were held in the course of the year namely, the Combined Examination of pupils selected from each Division of each Department of the several Schools, and the Summer and Winter Examinations of all the the Schools.

1 THE COMBINED EXAMINATION

This Examination took place, by order of the Board (on the recommendation of the Committe on School Management, in their Report, No 2) at the Victoria Street School-house on Monday the 31st of July. The examiners were M. C. Howe Esq., LL.D., Head Master of the Toronto Grammar School, and W A. Watts, Esq. M A. As on former similar occasions, the pupils examined were three individuals from each Division of each Department, male and female, of the several Schools, selected by their respective Teachers for their general proficiency combined with uniformly good conduct, and approved by the Local Superintendent. They were classed for the purpose of examination, according to the Divisions to which they belonged in their several schools, as First (or Junior), Second (or Intermediate), and Third (or Senior). The exceptions to this arrangement were, one in the case of the Female Departments of the Park and John Street Schools, each of which consists of but two Divisions, (Senior and Junior,) the pupils of the Senior Divisions of which were, therefore, examined as against each other; and another, in the case of the Palace Street and Givins' Street Schools, which, having only two Divisions each (Senior and Junior,) in either Department, were consequently examined as against each other; it being considered that Schools in which the arrangement of the pupils in Divisions is similar, should be tested by the Examinations in a similar manner.

It was provided by the Board, on the recommendation of the Committee on School Management, made in the Report above referred to, "that in particular cases, where it can be shown that the longer continuance of a pupil at the Grammar School than two years, would be of decided advantage to him, the term of attendance might be properly extended to three or even four years also that, hereafter, successful candidates for Grammar School Scholarships should be permitted, in cases where it is satisfactorily proved that the same cannot be availed of, to receive a prize instead,—that the vacancy in the number of Scholarships thus created should be filled up by the pupil standing next in the order of merit, and that Senior male pupils attending the Combined Examination who have not studied Mathematics, should be entitled to prizes, provided their merit marks on the whole, equal those gained by senior female pupils."

The Examination was partly oral, and in part was conducted by means of printed questions, copies of which will be found in Appendix II (A.)

For list of pupils arranged in order of merit, who on the recomendation of the Examiners received Scholarships, Prizes, or Certificates, see Appendix II (B.)

REPORT

OF THE EXAMINERS, AT THE COMBINED EXAMINATION OF THE COMMON SCHOOLS, OF THE CITY OF TORONTO, HELD JULY 21ST, 1862

To the Chairman and Members of the Board of Trustees of the Public Schools of the City of Toronto.

GENTLEMEN,—We beg leave respectfully to submit to you our Report of the Combined Examination of the Common Schools of this City, held by us in the Victoria Street School, on the 21st of July, 1862

There were present 126 Pupils, viz— 30 from the Third Division, 48 from the Second Division and 48 from the First Division. As on former occasions, the Pupils from the Palace Street and Givins' Street Schools were examined only as against each other, these Schools having no Third Division. There are two other Schools which have no Third Division in the Female Department, viz the Park School and John Street School, the Second Division Female Pupils of which very laudably desired this year, to be examined in Third Division work; they were therefore examined as against each other

The Examination in the Third Division included the following subjects —Writing Reading, Dictation, Definitions and Derivations, Arithmetic, Grammar, Geography, History, Mensuration, Algebra, and Geometry. The answers were chiefly written, the only oral examination being in Reading. None of the girls took the subjects of Algebra, Geometry and Mensuration, the majority of the boys took them all, and the whole of the boys took one or more of these branches.

Owing to recent regulations of your Board, no special prizes are recommended in these subjects, those pupils who took them have been ranked in comparison with each other, and considered as competitors for Scholarships, those who did not take them have been considered as competing merely for prizes and examined as against each other

The writing was generally very good. Victoria, Phœbe and Louisa Streets came out best Reading very good; Kate Lemon George Street, Jane Wallace, Victoria Street, and Rebecca Jones Phœbe Street, were the best Spelling, Definitions and Derivations were all taken together, the answering fair; William Lumsden George Street, Jane Sutherland and Rebecca Jones, Phœbe Street were the best. Arithmetic was not so good the best answering was by William Wagner Louisa Street, and Rebecca Jones, Phœbe Street. Grammar was very fair the answering would doubtless have been better, had more time been allowed the paper was rather longer than could easily be answered within an hour, the best answerer was Rebecca Jones Phœbe Street. Geography was generally good the best were Rebecca

Jones, Annie Sutherland, Henry Cox, and John Mitchell, Phœbe Street, and Kate Lemon, George Street. History very good; the best were Rebecca Jones, Phœbe Street; William Wagner, Louisa Street; and James Leatch, George Street.

The answering in Algebra, Geometry, and Mensuration was fair. The best in both Geometry and Mensuration was William Wagner, Louisa Street; the best in Algebra were Gabriel Alexander, Victoria Street; and James Jardine, Louisa Street.

We would recommend that Scholarships be awarded to the following boys,—who are arranged in order of merit.

1 William Wagner, Louisa Street School.
2. William H. Coulter, George Street "
3. William Carrier, The Park "
4. William Lumsden, George Street "
5 James Leatch, " " "

Also, Certificates to the following

6. Thomas Gibson, Louisa Street School
7 James Turner, John " "
8 James Jardine, Louisa " "

We would also recommend Prizes to the following:

1. Rebecca Jones, Phœbe Street School.
2. Henrietta Lees, George " "
3. Kate Lemon " " "
4. Jane Sutherland, Phœbe " "
5 Margaret J. Foster, Louisa Street School.

Also, Certificates to the following:

6. Annie Sutherland, Phœbe Street School.
7. Mary A. Beaty, George " "

We would recommend a Prize to the following from the Class including the Park and John Street Schools:

1. Margaret Constable, John Street School.

Also, Certificates to the following:

2. Mary Ross, John Street School.
3. Jane Byrne, the Park " " } Equal
3. Sarah Long, John " " }

It is only due to Rebecca Jones of the Phœbe Street School, to state that she was decidedly first among the female pupils, and that she deserves especial credit. Had the subjects of Algebra, Geometry, and Mensuration been omitted she would have stood first of all the pupils. Although the number of Prizes awarded to female pupils may seem rather large proportionately, still those named stood so nearly together that the examiners did not wish to omit any of them from the list.

In the Second Division, the subjects of examination were Writing, Reading, Spelling, Grammar, Geography, History and Arithmetic. The examination was oral with the exception of Arithmetic. In this Division were included the boys only of the Park and John Street Schools, the girls having been examined in the Third Division.

This Division is arranged into Two Classes —the First Class including the George Street, the Park, Victoria Street, Louisa Street John Street and Phebe Street Schools —the Second Class includes the Palace Street and Givins' Street Schools.

The writing was generally good, the Park and Givins' Street Schools being the best. Reading good Sarah E. Beattie Victoria Street, and John Higginbotham, Louisa Street were best Grammar on the whole good Sarah J. Rennick, George St., and John Higginbotham, Louisa Street, answered best. Geography was excellent; the best answerers were, in the First Class, Elizabeth Mary How, Victoria Street in the Second Class John Trelear, Palace Street. History very good the best was Maria Brock Givins' Street. Arithmetic was good, Alice Hornby and Sarah Jelley, Givins' Street, were the best.

We would recommend the following for prizes

1. William Cook, The Park School.
2 Joseph Oliver " — } Equal.
2. Sarah E Beattie, Victoria St. School }
3. Elizabeth Mary How " — "
4. Charles H Bailey, Louisa " "
5 Fanny Coffin, Phebe " "
6. William J. McCormick, The Park School.
7 John Taylor Victoria Street School. } Equal
7 James Carruthers, " " " }

Also, the following for Certificates:

8. William Dovey, Victoria Street School.
9. John Higginbotham, Louisa “ “
10 James Gorrie “ “ “ }
10. Martha Coffin, Phœbe “ “ } Equal.

Also in the Second Class (Palace Street and Givins' Street Schools) for Prizes:

1 Maria Brock, Givins' Street School
2 James Christie, “ “ “
3 John Treloar, Palace “ “
4. Alice Hornby, Givins' “ “

And for Certificates:

5. William S. Gill, Palace Street School.
6. John Fraser, Givins' “ “
7 Sarah Jolley “ “ “

In the First Division the subjects of examination were Reading, Spelling, Arithmetic and Geography. The Examination was entirely oral. A similar classification has been made of this Division into two classes—the First including all the Schools but Givins St. and Palace St.—the Second these two Schools.

The Reading was, generally, very good; the best reader was Isabella Fortune, Victoria Street. Spelling creditable, the pupils from Victoria Street and the Park Schools did best. Arithmetic was good, Thomas Nelson, George Street; John Ward and Frank Bowden, Park School; and James Watt and George Sweetman, Louisa Street, were best. Geography, on the whole, good; the best answerers were Helen Ritchie and Matilda Boddy, Park School, Alexander Middleton, John Street; Matilda Scarlett and Lillie Jones, Phœbe Street.

Your Examiners would recommend the award of Prizes to the following:

1. John Kane, The Park School.
2. Thomas Wilson, Louisa Street School.
3. John Ward, The Park School.
4. Frank Bowden, " "
5. Elizabeth Hammell, Phœbe Street School.
6. Isabella Fortune, Victoria " "
7. Helen Blackburn Ritchie, The Park School.
8. Matilda Scarlett, Phœbe Street School.
9. John Bright, George " "

Also, Certificates to the following:

10. Mary Ann McMorris, Victoria Street School.
11. William Goldsmith, " " "
12. Matilda Boddy, The Park School.

In the Second Class (Givins Street, and Palace Street Schools) we would recommend Prizes to

1. Anne Whaling, Givins Street School.
2. Kate Woodhouse, " " " } Equal.
2. Catherine McClellan, " " }

Also, Certificates to

3. Henry Gill, Palace Street School.
4. William J. Barnes, " "

Your Examiners are glad to be able to report that the conduct of the pupils throughout the examination was perfectly satisfactory. They beg leave also to express their acknowledgement of the attention of the Rev. James Porter, the Local Superintendent, who took every care that their labours were facilitated as much as possible.

In conclusion we feel gratified with the general results of the Examination and consider that they argue care and attention on the part of the teachers and diligence and exertion on that of the pupils. We trust that these features may continue and increase, so as to ensure the yet greater efficiency of the Common Schools of the City of Toronto.

(Signed.)
M. C. Howe, LL.D. } Examiners
Walter A. Watts, M.A. }

Toronto, July 28, 1862.

As recommended by the Committee on School Management in their Report No. 5, it was ordered by the Board, that a Public Meeting for the distribution of the Grammar School Scholarships, Prizes, and Certificates of Honour be held on Friday, Aug. 1st, under arrangements similar to those observed in 1861.

A public meeting was held accordingly in the St. Lawrence Hall and the various Honours awarded

by the Board, on the recommendation of the Examiners at the Combined Examination, were distributed by His Worship the Mayor of the City, who, at the request of the Board of School Trustees, presided on the occasion.

An excellent opening address was delivered by the Mayor, (J. G. Bowes, Esq.); the Report of the Examiners at the Combined Examination was read by the Local Superintendent, followed by the report from Dr. Howe, respecting the conduct and progress of the pupils who had, in previous years, received Grammar School Scholarships, (a copy of which is subjoined;) and eloquent and valuable addresses were given by J. G. Beard, Esq., Chairman of the Board of School Trustees; the Rev. Dr. McCaul, President of University College; Professor Wilson, of University College; the Rev. Dr. Jennings, Chairman of the Board of Public Instruction for the County of York; the Rev. A. Sanson, M.A., Rector of Trinity Church; the Rev. Mr. Marling, and the Rev. Dr. Richardson; the gentleman last named being the agent of Jesse Ketchum, Esq., a liberal benefactor to these Public Schools and to many others. Aldermen Jarvis and Sterling also kindly took part in the business of the meeting by moving and seconding a vote of thanks to the Teachers and Superintendent of the Schools, which was unanimously carried by the meeting and very handsomely communicated by the Chairman. The proceedings were closed with the benediction by the Rev. Dr. Beaven.

The following is a copy of Dr Howe's report:

Toronto, July 29, 1862.

DEAR SIR,—For the information of the Board of the City School Trustees, I beg to report on the conduct and progress of the boys who obtained "Scholarships" in the Grammar School for the years 1860 and 1861.

As I have previously reported on the Scholars of 1860, I have merely to report that they continued, with one exception, during the term of their Scholarships to give every satisfaction as regards progress in their studies and uniformity of good conduct. (The exceptional case to which I allude was that of a boy who, without his parents' knowledge, occasionally absented himself from School.)

In accordance with a suggestion from me last year, the tenure of Scholarships in the Grammar School has been extended from two to four years in certain cases. Taking into consideration their good conduct and marked progress in their studies, I have felt myself fully warranted (with the sanction of the Grammar School Trustees) in re-admitting two boys, (Daniel Ryrie and Richard Lewis) to the privilege of this extension. The other "Scholars" of 1860 have, I believe, betaken themselves to business and professions.

Of those who obtained Scholarships in 1861, one boy (Wm. Courtney) put in no appearance, and two have lately ceased to be pupils of the Grammar

School, one of them (William Dorothey) having been put to business, and the other (George L. Brighton) having returned with his parents to England. I particularly regret the loss of the latter boy as he gave great promise of becoming a most successful and distinguished student. With regard to their attendance, conduct and progress I am happy to say that they (the "Scholars" of 1861,) have given perfect satisfaction during the last year, and that they have all carried off prizes at the Christmas and Midsummer Examinations of the Grammar School.

I cannot close these remarks without referring to the distinguished career of Daniel Ryrie, who has invariably won the first prizes in his class and who I trust, will reap a rich harvest from the good seed which is now being sown.

I am, dear Sir, respectfully yours.

(Signed,) M C. Howe, LL.D.

Head Master Toronto Grammar School

Rev James Porter &c , &c.

2. THE USUAL SUMMER EXAMINATION

The Summer Examination of all the Schools was held as per order of the Board on Thursday the 31st of July The attendance of the parents and guardians of pupils, and others, was generally good, especially in the afternoon. The Local Trustees, at the close of the Examinations, distributed to male pupils 114, and to female pupils 133 total 247 Certificates of Honour, for regularity and punctuality of attendance combined with uniformly good conduct throughout the season, which began Jany 6, and ended on the day of Examination.

A summary of the Certificates distributed in the several Schools will be found in Appendix II (C)

3 THE USUAL WINTER EXAMINATION.

The Winter Examination of all the Schools took place, as per order of the Board, on Tuesday the 23rd of December The attendance of parents and guardians and visitors was small in the morning, but was better in the afternoon. Four hundred and ninety two Certificates of Honour, namely 224 to male pupils and 268 to female pupils, for regularity and punctuality of attendance combined with uniformly good conduct throughout the season then ended, and which began on September the 2nd, were distributed by the Local Trustees, at the close of the examination This number exceeds by 43 the largest number distributed on any former occasion.

A summary of the Certificates distributed in the several Schools will be found in Appendix II (D)

That a much larger number of these Certificates is distributed at the Winter than at the Summer Examinations is explained by a consideration of the fact that the term preceding the Winter Examin-

ation is of but four months duration, while the term ending with the Summer Examination comprehends seven months, including both the coldest and the warmest in the School year, in which unfailing regularity and punctuality of attendance are most difficult and most praiseworthy

VII SPECIAL MATTERS WORTHY OF RECORD

1 OCCASIONAL TEACHERS NOT TO BE NECESSARILY PREFERRED IN CASES OF VACANCY.

On the recommendation of the Committee on School Management, in their Report No. 1, the Board resolved "That it be distinctly understood, as the future rule in all cases where occasional Teachers shall be employed that the mere fact of any Teacher being temporarily employed in our Schools shall not give to that party any preferential claim to permanent appointment, in case of a vacancy but that the same shall be determined on the broad principle of comparative merit."

2. GYMNASTICS AND MILITARY DRILL.

Mr Carrier having expressed, in his place at the Board, his intention to give notice of a motion bearing on the subject of the introduction of gymnastic exercises and military drill into the City Public Schools that gentleman was invited to a conference with the committee on School Management, the result of which was that the Committee in their Report No. 4, recommended, and the recommendation was subsequently (on June 4th) adopted by the Board "that, pending the action of the Board on Mr Carrier's motion, by way of experiment and until otherwise ordered, the Head Masters of the George Street and the Park Schools respectively be permitted to apply a portion of the School time, say to the extent of one hour more or less per week, in giving instructions in gymnastics and military drill to their pupils.'

On July 2nd, Mr Carrier, seconded by Mr Dowzard, moved at the Board the following resolution, which was carried: 'That whereas it is the bounden duty of all who preside over the education of youth to provide for the physical as well as the intellectual development of those under their charge: Be it therefore resolved, that Messrs Coatsworth, Stuart, and the mover, be a Select Committee to inquire into and report on the expediency of introducing into the City Schools such gymnastic exercises, including military drill, as will be unattended with expense to the Rate-payers."

On Nov 19th Mr Carrier (Chairman) brought up the Report of the Select Committee on the subject of Gymnastic Exercises in the City Schools, and the Board resolved itself into a Committee of the whole thereupon, Mr Hodson in the Chair. After some time the Committee of the whole rose to report progress and to ask leave to sit again. The Board then resumed and leave to sit again was granted accordingly.

On Dec. the 8th, the Board resumed being in Committee of the whole on the Report of the Select Committee on School Gymnastics. Mr Jardine, in the absence of Mr Hodson, in the Chair. After discussion the Committee of the whole rose to report a resolution in amendment to the Report of the Select Committee, which was adopted and is as follows:

Resolved, "That the thanks of this Board are due to the Select Committee, and especially to its Chairman, Mr Carnen, for the interest taken by them with regard to the introduction of gymnastic exercises into the City Schools; and while this Board regards favourably the recommendation of the said Committee, it does not feel warranted in carrying the same into present effect, there being no funds on hand for that purpose; but it recommends the subject to the favourable consideration of the Board of 1868, with the view of having a sum of money placed in the School estimates of that year for the purpose of carrying out the object reported on by the Select Committee."

The following is a copy of the Report of the Select Committee:

REPORT

Of the Select Committee appointed to enquire into and report upon the expediency of introducing Gymnastics, including Military Drill, into the Common Schools of the City of Toronto.

To the Chairman and Board of School Trustees of the City of Toronto.

Your Committee, having had under their earnest and serious consideration the important resolution which called them as a committee into existence, beg to report thereupon as follows:

We find that in the Normal School the Pupils who are there trained to become teachers, both male and female, are instructed in Calisthenics and Gymnastics, as a necessary part of the education which they are there qualified and expected to impart to the pupils of our Common Schools.

We also find gymnasiums erected in the Model School in both the male and female departments, as well as in the Model Grammar School. When, therefore, we take into consideration that in these Schools, designed as the name implies for our imitation, physical culture is practically recognised as a necessary part of education; and when we also consider that the pupil teachers are instructed in it, the conclusion is to us unavoidable, that from the first its introduction into the Common Schools was contemplated as a component part of the system

But your Committee are less influenced by even these considerations than by the obvious fact, that no system of education can be perfect which so far disregards the rational requirements of our nature as to educate one set of faculties at the expense of another

We conceive it to be the bounden duty of those who are called to preside over the formation of a nation's character in the education of its youth to provide for the harmonious development of body and mind simultaneously It is a well known physiological fact, that the tendency of prolonged mental abstraction especially in the young is to disturb the equilibrium and that reciprocal action between the brain and muscular system so necessary to the healthy condition of both. If therefore, youth be allowed much more if forced to persist in a course of severe mental labour feebleness of body imbecility and insanity, may be reasonably apprehended as the results Nor is this the opinion of speculative theory but a fact in the every day experience of medical superintendents of Insane Asylums and attested by our own Dr Workman

It seems then that we must either abridge the studies in our Common Schools in order to *lessen* the disturbance of the brain and muscular system or else by training the body and mind together

develop the whole being in harmony with the laws of our existence.

In the age and country in which our lot is cast, our vocations being to build the foundations of a great Empire with one hand and to defend ourselves with the other, to develop the vast stores of wealth latent in mind and matter on every hand all possible mental qualifications and *true manhood* are indispensable.

In the opinion of your Committee therefore, there should be no lowering of standards in our Schools. Nor do we deem it at all necessary, for experience has proved that much more intellectual work can be accomplished without detriment to the constitution when attended with that scientific training which rational educators everywhere are now incorporating into their systems with so much success.

The friends of physical education entertain sanguine hopes that the Race may be greatly improved thereby

On this subject the eminent Superintendent of Public Schools of Boston says The principal remedy which I would suggest is the introduction into all grades of our Common Schools of a thorough system of physical training *as a part of the school culture* Let part of the School time of each day be devoted to practice of calisthenics and gymnastic exercises in which every pupil shall be required to participate. I fully agree with an able author who

has studied this subject, that a universal course of training of this kind, scientifically arranged and applied, in connection with obedience to other laws of health, would in one generation transform the inhabitants of this land from the low development now so extensive into the beautiful model of the highest form of Humanity."

Your Committee have to state that they were much gratified in their visit to the Model School at witnessing the gymnastic feats of the pupils and the flexibility, self possession and noble bearing which those exercises are so well calculated to produce. And we were fully prepared to believe that the boys were capable of achieving twice the mental labour in the remaining hour of study which they could have accomplished in the absence of such renovating exercises.

The Park School was also visited and we have much pleasure in testifying to the efficiency of the drill in Mr Anderson's Division. Mr A. deserves much praise and the boys, we think, deserve to be complimented by this Board for attention to their Master's instruction. Should this Board decide, as it is to be hoped they will, to introduce this with other necessary training into our Common Schools, and should their example be followed throughout the country, apprehensions of invasion would in a few short years become utterly groundless.

In viewing the subject of this report in its various aspects, your Committee deem it proper to state that

they have been strongly impressed with the following considerations, namely: We are bound in honour and justice to transmit this world to posterity better than we found it. That it is now pregnant with events of the gravest import none will attempt to deny, events to which we and our times have largely contributed; their manifestations and the forms they are to assume in the next generation we have not prescience to foretell. Enough however of their shadowy outline is presented to the contemplative mind to warrant the prediction that minds of no ordinary mould will be required to watch their birth and shape their growth, so as to compel them to minister to the general commonwealth and onward progression of the Race. If, then, whilst grateful to our predecessors for what we have received from them, we would earn the plaudits of the future, let us seek by every means in our power to make the present generation physically, mentally, and morally better than ourselves.

In order to carry out the above objects, your Committee would recommend this Board to appropriate $240.00, being $30.00 for each of the eight schools, for gymnasiums to be erected therein. This sum economically laid out would provide the means of physical culture on a limited scale for our present School population

All of which is respectfully submitted,

(Signed) WILLIAM CARRIER,
Chairman.

3. HOLIDAYS DURING PROVINCIAL EXHIBITION

The Committee on School Management, in their Report No. 6 adopted by the Board Sept 17th, submitted — 'That taking into consideration the great probability of a very irregular attendance of pupils during the time of the Provincial Exhibition about to be held in this City it would be better to close the Schools than have them badly attended, and they, therefore recommend that the Exhibition week should be considered as a holiday by the pupils and teachers of the City Schools.' The Schools were therefore, closed for the week beginning on Monday Sept. 22nd; and the holidays thus granted, together with the public holiday on Tuesday Nov 11th on occasion of the attainment of his majority by His Royal Highness the Prince of Wales explain the unusually small number of School days in the latter six months of the year

4 EFFORT TOWARDS PROCURING REQUIRED STATISTICS.

On Sept. 17th Mr Brent in his place at the Board, gave notice 'That he would, at the next meeting of the Board, move that the returns as required by the 23rd Section, and the 17th clause of the 79th Section of the Common School Act, be furnished to the Chief Superintendent.'

As Mr Brent did not avail himself of any opportunity to bring up the above for discussion, the action of the Board thereupon must be considered as in abeyance

5. CONTINUED BOUNTY OF JESSE KETCHUM, ESQ.

In his Report (No. 11) the Local Superintendent stated "that on Tuesday, the 28th of October, he had the pleasure of distributing 840 copies of the New Testament, neatly bound in sheep, to pupils in the several Senior Divisions of the City Schools, who had not been previously supplied with copies for class reading on Monday mornings, such pupils being for the most part recently transferred to those Divisions from Second Divisions, in place of others who left the Schools during the summer holidays. At the same time eight Bibles were supplied to teachers who have been appointed during the current year, for the purpose of morning and afternoon reading in their respective School rooms. These Bibles and Testaments were the generous gift of Jesse Ketchum, Esq., through his agent, the Rev. Dr. Richardson. Their value in money is forty dollars and sixty cents. ($40.60.) Mr. Ketchum, either personally or through Dr. Richardson, had also presented a large number of valuable little books to the pupils of both Departments of all the City Schools, with a view to their encouragement in learning and in the formation of good habits."

In view of Mr. Ketchum's liberality as thus exemplified, it was, on the 19th of Nov., moved at the Board by Mr. Brent, seconded by Mr. Baxter, and resolved,—"That the thanks of this Board be conveyed to Jesse Ketchum, Esq., for his valuable donation of Bibles and Testaments, as well as a large number of other books to the pupils of the several City Schools, as per the Report of the Local Superintendent read this evening."

6. CIRCULAR FROM THE CHIEF SUPERINTENDENT OF EDUCATION.

The following is a copy of a circular addressed by the Rev. Dr Ryerson, Chief Superintendent of Education, to Boards of School Trustees in the Cities and Towns of Upper Canada. The circular was read at the Board on the 3rd of December, and was referred in ordinary course to the Standing Committee on School Management; but as, thus far, the Committee has not reported thereupon, the action of the Board in the matter remains in abeyance.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE,
TORONTO, 22nd *Nov.* 1862.

GENTLEMEN,

I beg to call your serious and earnest attention to the condition of those children in cities and towns who do not attend any school, public or private.

I had hoped that when the public Schools should be made free in our cities and towns, no person in them would be found to refuse or neglect availing themselves of such a privilege, facility and inducement to educate their children. I confess the results of the trial have come short of my expectations. Very considerable numbers of children in these centres of population are growing up with no other education than a training in idleness vagrancy and crime. The existence of such a class in any community is a public loss and danger, and ominous of future evil.

It is perfectly clear that making good Schools free to all does not secure the education of all.

I have, at different times, submitted three propositions or plans for the accomplishment of the object of free Schools in cities and towns. First,— That as the property of all is taxed for the Common School education of all, all should be compelled to allow their children the means of such education, at either public or private Schools. Or, secondly, that each municipality should be empowered to deal with the vagrancy of children of School age, or the neglect of their education, as a crime subject to such penalties and such measures for its prevention as each municipality in its own discretion, might from time to time adopt. Or thirdly that the aid of religious benevolence should be invoked and encouraged to supplement the agency of our present School system.

Neither of the two former propositions having been entertained by the Government to whom they were submitted, I proposed the last in a draft of bill, accompanied by an explanatory letter, last year. The members of the Government before whom this measure was laid, retired from office before taking it into consideration, and I have not renewed it by submitting it to the present Government. There is, therefore, now no proposition under the consideration of Government in respect to children whose School education is wholly neglected.

I beg, therefore, to solicit your practical attention to the subject, and shall be happy to receive and consider any suggestions you may think proper to offer before bringing the subject again under the consideration of the Government.

I have the honour to be,
Gentlemen,
Your obedient Servant,
(Signed,) E. RYERSON,
Chief Superintendent.

7. COPY OF COMMUNICATION OF BRIGADE MAJOR, R. B. DENISON, ESQ.

The communication, of which the following is a copy, was read at the Board on the 3rd of December; whereupon it was moved by Mr. Baxter, seconded by Mr. Spence, and resolved.

"That the very kind offer of Brigade Major, R. B. Denison, be accepted, and that the Local Superintendent be instructed to arrange with Major Denison with regard to the time that will best suit the convenience of all parties."

BRIGADE OFFICE, ONTARIO BUILDINGS,
DEC 3RD, 1862

To the Members of the Board of School Trustees.

GENTLEMEN

Having been appointed Brigade Major, for the 10th Military District, (City of Toronto), it is my duty under the instructions issued from the Adjutant General's Office, to encourage Drilling, and the formation of Drill Associations in the District to which I have been appointed.

I have the honour to request you will consider the propriety of allowing the larger Boys in the Common Schools, to be instructed in the rudiments of Drill for one hour in each week. I am of opinion that there can be no better method of encouraging a Military Spirit in the Country than by drilling the youth in their Schools, the Military ideas there imbibed would remain for life and as they grow older, and become the proper age, they would in almost every instance, volunteer into the regular organized corps.

I beg leave to request that the Board will consider the advantages of the system I propose, and if their views coincide with mine that they will place the larger boys in each of the Common Schools, under my orders, for one hour in each week, for the purpose of instructing them in elementary drill after the 1st of January, 1863.

I have the honor to be,
Gentlemen, your most
Obedient Servant,
(Signed) ROBERT B. DENISON,
Brigade Major.

I have only further to observe that I see as little ground for rejoicing in the abandonment of the third expedient referred to in the circular of the Chief Superintendent of Education, a copy of which is furnished above. Whatever may be thought of compulsory education, or however municipalities may be empowered to deal with the vagrancy of children of school age, religious benevolence in the form of denominational organizations, is unhappily so easily transmuted into ecclesiastical rancour, that the invocation of its aid on behalf of popular education is not more likely to animate hope than to awaken alarm. An accurate knowledge of the numbers of the uninstructed and unemployed children of school age in our cities and towns, and of the causes of their lamentable condition, does not yet exist. The attainment of such knowledge is apparently the first desideratum. When it shall be possessed, may it be wisely and beneficially employed!

Meanwhile our City Schools are doing a great and good work. Nor are any children denied a partici

pation of the advantages which they afford, who are assisted by unsectarian benevolence to attend them in a state of cleanliness and comfort. During several months of the past year from twenty to thirty children, inmates of the Boys' Home, have attended regularly at the John Street School.

These objects of broad Christian philanthropy afford an example of what would probably be accomplished on a much larger scale, were the suggestions of Mr Meredith quoted in the introductory part of this report reduced to practice.

All which is respectfully submitted
JAMES PORTER,
Local Superintendent.

Office of Local Superintendent of Public Schools,
Toronto, December 31st, 1862

Submitted to the Board January 21st, 1863, and referred to the Committee on School Management. Reported on by said Committee February 4th 1863; and ordered by the Board to be printed for the information of the Ratepayers February 18th 1863.

APPENDIX I

TABLE A.—

School.	Names of Teachers.	Certificate Held.				
		Provincial.			Co. Board,	
		Class 1.	Class 2.	Regis-ter'd No.	Class 1.	Class 2.
Falpen Street	Martin Gill				1	
	Mrs. J. W. Henderson				1 B	
George Street	Richard Lewis				1 A	
	Miss C. S. Smyth				1 A	
	" E. J. Keown				1 B	
	" Amanda Richards		2 A	[illegible]		
	Catherine Ryan		2 B	[illegible]		
	" Margaret E. Cummins		2 A	1280		
The Park	William Anderson				1 A	
	Miss A. E. Boyle				1 C	
	Susan Hamilton		2 A	209		
	Jemima Armstrong		2 C	668		
	A. L. Armstrong		2 A	19 5		
Victoria Street	William Preston				[illegible]	
	Miss Georgina Reed				B	
	" Elizabeth Kennedy		2	340		
	" Rebecca Thompson		2 A	488		
	" Agnes Hall		2 B	224		
	" Phoebe S. Magee	0		962		
Lanien Street	Henry Browne				1 A	
	Barnes Mollister				1 A	
	Miss J. S. Morrison				1 B	
	Mrs. Elizabeth Mitchell				1 C	
	Miss M. A. Kennedy				1 D	
	Agnes E. Reid	1 B		11 6		
	M. L. Gordon		2 A	1034		
John Street	Thomas Kirkland				1 A	
	Miss M. A. Ferris				1	
	Mary Henderson				1	
	" Miss J. Lloyd					2 A
Phœbe Street	Samuel Lepper				1 A	
	Mrs. M. E. Lauder	1		5		
	Miss L. M. Churchill	1 B		384		
	Miss M. A. Churchill	1 B		525		
	Mrs. E. Lilly		2	587		
	Miss C. McLean				1 C	
Shrine' Street	G. K. Mulligan				1 B	
	Mrs. Jane O'Flaherty				1 A	
	Total					

TABLES

RESPECTING TEACHERS.

ORIGINAL APPOINTMENT.	Rate of Salary per annum.	RELIGIOUS DENOMINATION	REMARKS.
	$		
Nov 1, 1860	330	Ch. of England	Trained by Ch. Ed. Society Ireland.
1861	320	Baptist	Trained at Edinburgh Norm. School.
1865	700	Congregational	Trained at Liverpool Training School.
1864	800	Methodist	Certificate valid till Aug 27. Taught by permission, till end of year
1859	250	Ch. of England	Trained three Sessions [1858-1] at Normal School, U. C.
1847	280	Methodist	
April 1 1862	300	Methodist	
Jan. 1862	100	Methodist	
1857	700	Methodist	
1857	320	Ch. of England	
1858	250	Presbyterian	
1857	200	Methodist	
July 1 186	300	Presbyterian	
1865	700	Ch. of England	
1858	400	Ch. of England	Trained in Training School, London, England.
1865	240	Methodist	
Oct. 1 1859	250	Ch. of England	
July 1, 1861	300	Presbyterian	
July 1, 1862	200	Methodist	
Jan. 1 186	700	Ch. of England	
Nov. 1 1859	250	Ch. of England	
Dec. 1, 185	400	Ch. of England	
1860	300	Methodist	Trained in Infant School System by Wilderspin, England.
1853	250	Methodist	
July 1 1861	300	Baptist	
July 1, 1861	305	Presbyterian	
April 1, 1860	700	Presbyterian	
1857	250	Ch. of England	Trained at Homerton Training School, England.
1856	100	Presbyterian	
Jan. 1 1862	200	Presbyterian	Trained 22nd and 23rd Sessions, Normal School U. C.
1860	700	Ch. of England	
1853	400	Methodist	
1847	300	Baptist	
1858	300	Baptist	
Oct. 1 1862	300	Brethren	
Oct. 1 1862	300	Presbyterian	
June 16, 1861	300	Presbyterian	
1855	225	Baptist	
	$13670		

TABLE B.

Number of Pupils entered on the Register of the several Schools during the year 1852.

NAME OF SCHOOLS.	MALES.	FEMALES.	TOTAL.
Palace Street	166	226	[illegible]
George Street	322	[illegible]	631
The Park	307	242	549
Victoria Street	343	357	700
Louisa Street	603	500	1103
John Street	321	254	575
Phœbe Street	290	406	697
Givins' Street	136	108	244
Total in all the Schools	[illegible]	[illegible]	[illegible]

TABLE C.

Analysis of the Attendance at the several Schools.

NAME OF SCHOOL.	Less than 20 days.		From 20 to 50.		From 50 to 100.		From 100 to 150.		From 150 to 200.		From 200 to whole year.		Combined Totals.
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
Palace Street	[illegible]	18	[illegible]	30	35	35	[illegible]	[illegible]	37	24	16	14	[illegible]
George Street	47	44	[illegible]	60	43	[illegible]	52	[illegible]	74	51	67	38	641
The Park	98	[illegible]	[illegible]	45	71	38	56	[illegible]	[illegible]	60	67	17	597
Victoria Street	[illegible]	[illegible]	66	55	75	[illegible]	70	79	[illegible]	[illegible]	[illegible]	38	700
Louisa Street	[illegible]	74	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	111	124	[illegible]	144	33	1196
John Street	51	37	[illegible]	51	91	49	[illegible]	44	62	38	84	7	578
Phœbe Street	20	47	67	[illegible]	75	[illegible]	[illegible]	[illegible]	79	[illegible]	14	[illegible]	697
Givins' Street	14	10	10	10	44	[illegible]	10	19	[illegible]	20	14	12	[illegible]
	307	280	406	472	[illegible]	631	440	[illegible]	[illegible]	376	[illegible]	184	[illegible]
Total in all the Schools	587		890		1168		902		802		508		[illegible]

TABLE D.

Average Registered Monthly Attendance and Average of Average Monthly Attendance.

1882.	Registered.			Average.		
	Males.	Females.	Total.	Males.	Females.	Total.
January	724	1146	2469	1000	858	[illegible]
February	1385	1191	2576	[illegible]	941	2074
March	1447	[illegible]	2736	[illegible]	954	2094
April	1425	1351	2676	1209	[illegible]	2269
May	1509	1457	2966	[illegible]	1071	[illegible]
June	1521	124	2641	[illegible]	[illegible]	1247
July	1339	1405	2745	1095	1051	[illegible]
September	510	1464	2974	1193	1177	2400
October	1539	1457	2995	[illegible]	1114	[illegible]
November	1438	1447	2885	[illegible]	1099	[illegible]
December	1430	130	2711	1189	997	[illegible]
Divided by 11 months.	15997	16080	31077	12064	[illegible]	24035
	1454$\frac{3}{11}$	1270$\frac{10}{11}$	[illegible]	[illegible]	[illegible]	[illegible]

TABLE E.

Average Monthly Attendance in the respective Divisions of the several City Public Schools, namely, First or Junior, Second or Intermediate, and Third or Senior, both Male and Female.

PALACE STREET SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total.	1	2	3	Total.	
January	31	29	—	60	35	29	—	64	124
February	48	23	—	71	34	[illegible]	—	67	138
March	[illegible]	29	—	60	34	32	—	66	126
April	38	34	—	72	41	31	—	72	145
May	56	27	—	[illegible]	32	29	—	61	[illegible]
June	33	[illegible]	—	64	33	24	—	57	121
July	43	34	—	77	32	[illegible]	—	[illegible]	[illegible]
September	[illegible]	42	—	90	40	[illegible]	—	71	[illegible]
October	48	37	—	[illegible]	22	[illegible]	—	72	157
November	35	39	—	74	37	34	—	71	155
December	40	37	—	77	28	33	—	66	144
	411	348		[illegible]	[illegible]	338	—	724	1644

TABLE E.—(*Continued.*)

GEORGE STREET SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total.	1	2	3	Total.	
January	69	46	[illegible]	162	59	49	38	145	308
February	[illegible]	36	57	171	63	45	42	149	[illegible]
March	62	59	[illegible]	172	33	49	29	[illegible]	[illegible]
April	72	53	51	176	46	52	39	140	316
May	64	39	42	144	71	56	42	131	[illegible]
June	78	[illegible]	[illegible]	161	66	37	[illegible]	140	321
July	77	[illegible]	36	153	73	18	45	159	324
September	78	53	39	85	76	44	[illegible]	178	304
October	73	43	36	178	74	[illegible]	34	178	340
November	78	39	37	170	59	[illegible]	53	167	307
December	57	37	46	60	63	33	46	154	[illegible]
	[illegible]	583	574	1804	713	590	516	1827	[illegible]

THE PARK SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total.	1	2	3	Total.	
January	40	22	88	109	39	[illegible]	—	66	221
February	58	69	[illegible]	[illegible]	31	[illegible]	—	88	249
March	61	39	[illegible]	140	43	55	—	98	248
April	71	38	34	148	[illegible]	49	—	105	[illegible]
May	[illegible]	33	37	124	[illegible]	58	—	106	249
June	79	25	40	87	[illegible]	57	—	104	[illegible]
July	70	[illegible]	[illegible]	157	60	59	—	119	276
September	90	37	[illegible]	144	[illegible]	53	—	120	264
October	70	46	[illegible]	133	67	59	—	148	281
November	78	24	48	59	59	46	—	[illegible]	276
December	9	35	37	[illegible]	56	57	—	119	271
	731	259	341	1446	590	[illegible]	—	1180	[illegible]

TABLE E.—(*Continued.*)

VICTORIA STREET SCHOOL.

	Males.				Females.				Combined Totals.
	1	[illegible]	[illegible]	Total	[illegible]	[illegible]	[illegible]	Total.	
January	51	42	39	[illegible]	46	46	[illegible]	[illegible]	[illegible]
February	52	65	46	141	[illegible]	[illegible]	[illegible]	[illegible]	281
March	64	[illegible]	[illegible]	[illegible]	64	49	[illegible]	[illegible]	319
April	78	46	41	164	54	[illegible]	44	[illegible]	[illegible]
May	62	44	[illegible]	[illegible]	94	[illegible]	[illegible]	191	344
June	78	49	57	[illegible]	90	69	[illegible]	[illegible]	349
July	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
September	[illegible]	37	45	165	[illegible]	67	60	[illegible]	[illegible]
October	94	59	38	[illegible]	87	55	[illegible]	[illegible]	[illegible]
November	79	41	47	[illegible]	78	[illegible]	61	[illegible]	[illegible]
December	[illegible]	36	91	[illegible]	[illegible]	[illegible]	[illegible]	156	305
	791	[illegible]	421	1667	557	379	[illegible]	[illegible]	[illegible]

LOUISA STREET SCHOOL.

	Males.				Females.				Combined Totals.
	[illegible]	[illegible]	[illegible]	Total.	[illegible]	[illegible]	[illegible]	Total.	
January	[illegible]	78	[illegible]	[illegible]	96	65	59	219	469
February	[illegible]	[illegible]	[illegible]	[illegible]	105	[illegible]	[illegible]	[illegible]	[illegible]
March	[illegible]	[illegible]	56	[illegible]	[illegible]	[illegible]	44	[illegible]	497
April	150	21	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
May	150	78	51	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
June	[illegible]	7	[illegible]	[illegible]	48	[illegible]	[illegible]	[illegible]	[illegible]
July	119	63	44	[illegible]	126	[illegible]	44	[illegible]	[illegible]
September	44	[illegible]	[illegible]	[illegible]	[illegible]	70	[illegible]	[illegible]	547
October	146	78	52	276	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
November	[illegible]	[illegible]	54	[illegible]	144	[illegible]	[illegible]	[illegible]	[illegible]
December	118	72	57	247	[illegible]	[illegible]	[illegible]	[illegible]	471
	1445	[illegible]	690	[illegible]	[illegible]	706	[illegible]	[illegible]	[illegible]

TABLE E.—(*Continued.*)

JOHN STREET SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total.	1	2	3	Total.	
January	33	41	47	128	24	44	—	70	196
February	37	45	54	136	[illegible]	51	—	85	[illegible]
March	34	46	50	132	38	40	—	79	415
April	39	[illegible]	48	141	53	38	—	91	227
May	30	47	50	[illegible]	49	43	—	97	230
June	53	45	55	164	[illegible]	45	—	94	228
July	[illegible]	54	38	105	43	37	—	88	207
September	42	58	55	145	39	47	—	86	236
October	43	57	49	[illegible]	34	45	—	79	227
November	40	47	46	133	[illegible]	[illegible]	—	97	230
December	44	43	45	142	35	37	—	71	213
	496	531	523	1452	434	501	—	938	2487

PHOEBE STREET SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total.	1	2	3	Total.	
January	[illegible]	51	47	141	42	24	47	[illegible]	242
February	[illegible]	46	45	140	[illegible]	51	41	130	271
March	40	44	50	[illegible]	46	34	43	123	276
April	47	53	46	139	70	42	44	146	314
May	51	42	37	[illegible]	77	34	43	154	315
June	67	43	47	157	95	27	44	172	329
July	68	44	45	147	71	34	43	150	297
September	73	58	50	167	88	42	45	176	343
October	67	43	44	158	77	38	49	165	414
November	71	40	41	154	79	37	47	46	416
December	69	42	41	152	58	45	49	145	434
	690	494	417	1605	774	392	441	1604	3009

TABLE E.—(*Continued.*)

GIVINS' STREET SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total.	1	2	3	Total	
January	17	36	—	53	[illegible]	[illegible]	—	40	[illegible]
February	16	28	—	47	21	20	—	40	97
March	20	38	—	58	[illegible]	[illegible]	—	43	100
April	23	[illegible]	—	[illegible]	20	[illegible]	—	42	110
May	26	32	—	58	[illegible]	[illegible]	—	[illegible]	[illegible]
June	24	39	—	40	[illegible]	[illegible]	—	42	[illegible]
July	31	27	—	[illegible]	40	29	—	[illegible]	[illegible]
September	28	36	—	40	36	20	—	[illegible]	114
October	20	3	—	64	58	29	—	[illegible]	108
November	24	[illegible]	—	[illegible]	13	29	—	40	102
December	22	35	—	57	[illegible]	30	—	[illegible]	108
	270	288		644	227	325		552	[illegible]

RECAPITULATION

Being the Average of Average Monthly Attendance in the respective Divisions of the Schools, namely, the First or Junior, the Second or Intermediate, and the Third or Senior both Male and Female.

Name of School.	Males.				Females.				Combined Totals.
	1	2	3	Total	1	2	3	Total	
Palace Street	452	368		820	[illegible]	[illegible]		724	[illegible]544
George's Street	749	[illegible]	274	[illegible]	789	400	513	[illegible]	[illegible]
The Park	784	250	548	868	330	[illegible]		[illegible]	2842
[illegible] Street	793	435	4[illegible]	[illegible]	[illegible]	472	493	[illegible]	[illegible]
Louisa Street	1443	343	690	2476	[illegible]	706	491	2733	[illegible]
John Street	622	[illegible]	516	[illegible]	431	[illegible]		965	[illegible]
Phœbe Street	642	[illegible]	581	665	779	389	[illegible]	1465	[illegible]
Givins' Street	[illegible]	365		544	227	325		552	[illegible]
Divided by 11 months	[illegible]	[illegible]	3 [illegible]80	9664	[illegible]	[illegible]	[illegible]	[illegible]1420	24084
Average	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1068	[illegible]

TABLE F

NUMBER OF PUPILS INSTRUCTED IN THE FOLLOWING SUBJECTS:—

NAME OF SCHOOL.	First Book.	Second Book.	Third Book.	Fourth Book.	Fifth Book.	Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Bookkeeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Needlework.
Palace Street—																			
Males	31	[illegible]	31	[illegible]	[illegible]	[illegible]	76	[illegible]	55	75	187	[illegible]		1	[illegible]	91		[illegible]	125
Females	[illegible]	[illegible]	[illegible]	16	[illegible]	125	54	[illegible]	50	30	[illegible]								
Total	66	[illegible]	64	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	105	[illegible]	[illegible]	9		[illegible]	[illegible]	21		[illegible]	[illegible]
George Street—																			
Males	100	72	74	67	[illegible]	[illegible]	[illegible]	[illegible]	106	[illegible]	[illegible]	9	[illegible]	[illegible]	[illegible]	90	[illegible]		[illegible]
Females	[illegible]	62	[illegible]	[illegible]	[illegible]	217	[illegible]	[illegible]	[illegible]	[illegible]	135								
Total	[illegible]	134	[illegible]	[illegible]	[illegible]	[illegible]	240	473	[illegible]	[illegible]	512	[illegible]	9	[illegible]	30	[illegible]	[illegible]		[illegible]
The Park—																			
Males	[illegible]	46	[illegible]	[illegible]	[illegible]	194	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	7	9	[illegible]	[illegible]	[illegible]			245
Females	[illegible]	65	60	[illegible]	[illegible]	[illegible]	97	97	[illegible]	70	97								
Total	[illegible]	[illegible]	[illegible]	[illegible]	74	438	[illegible]	[illegible]	[illegible]	[illegible]	306	7	8	[illegible]	19	[illegible]			245

Victoria Street—																			
Males	[illegible]	[illegible]	80	[illegible]	26	263	[illegible]	238	64	[illegible]	[illegible]	—	—	4	12				
Females	[illegible]	78	[illegible]	41	[illegible]	147	270	307	40	270	190	—	—				170	[illegible]	[illegible]
Total	[illegible]	131	79	[illegible]	48	700	[illegible]	700	[illegible]	306	[illegible]			4	[illegible]		[illegible]	[illegible]	190
Louisa Street—																			
Males	146	80	[illegible]	46	47	[illegible]	[illegible]	408	[illegible]	[illegible]	257		[illegible]	[illegible]	[illegible]		—		
Females	[illegible]	[illegible]	[illegible]	[illegible]	80	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]								[illegible]
Total	349	[illegible]	277	[illegible]	[illegible]	720	470	[illegible]	[illegible]	[illegible]	470		[illegible]	[illegible]	[illegible]				[illegible]
John Street—																			
Males	[illegible]	29	18	30	41	[illegible]	[illegible]	214	[illegible]	161	190	[illegible]	[illegible]	[illegible]	31			74	
Females	44	40	60	46	[illegible]	310	[illegible]	[illegible]	140	140	[illegible]						344	4	344
Total	[illegible]	[illegible]	[illegible]	75	[illegible]	[illegible]	[illegible]	445	[illegible]	305	330	[illegible]	80	[illegible]	21	—	344	74	[illegible]
Phoebe Street—																			
Males	23	[illegible]	[illegible]	[illegible]	[illegible]	244	83	[illegible]	[illegible]	[illegible]	[illegible]	—	4	14	[illegible]				
Females	[illegible]	79	[illegible]	[illegible]	[illegible]	300	[illegible]	[illegible]	[illegible]	110	[illegible]	—		[illegible]	[illegible]				14
Total	[illegible]	[illegible]	[illegible]	146	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]				[illegible]
Givins Street—																			
Males	44	55	[illegible]	17	[illegible]	[illegible]	79	[illegible]	[illegible]	[illegible]	[illegible]	4	4	4	4	14			
Females	14	[illegible]	20	[illegible]	[illegible]	74	52	69	[illegible]	59	[illegible]		—			—	[illegible]	[illegible]	[illegible]
Total	59	[illegible]	41	[illegible]	47	207	[illegible]	[illegible]	190	[illegible]	[illegible]	4	5	4	4	[illegible]	[illegible]	[illegible]	[illegible]
Grand Totals	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	392	[illegible]	46	70	25	[illegible]	[illegible]	840	[illegible]	1323

TABLE G.

SCHOOL LIBRARIES.

Name of School.	No. of Vols. in Library			No. taken out during the Year.		
	Male Depart't.	Female Depart't.	Total.	Male Depart't.	Female Depart't.	Total.
Palace Street	111		111	197	211	308
George Street	[illegible]	110	240	[illegible]	[illegible]	1248
The Park	266	25	169	176	[illegible]	[illegible]
Victoria Street	[illegible]	36	[illegible]	[illegible]	[illegible]	349
Louisa Street	[illegible]	97	111	785	[illegible]	[illegible]
John Street	250	111	[illegible]	[illegible]	600	1571
[illegible] Street	200	144	344	[illegible]	[illegible]	[illegible]
[illegible] Street	[illegible]		[illegible]	[illegible]	975	795
Total	[illegible]	980	[illegible]	[illegible]	1096	10101

N.B.—The Palace Street and [illegible] Street School Libraries, though kept in the rooms occupied by the Male Departments of these Schools, are accessible to the older pupils of both the Male and Female Departments.

TABLE H.

Comparative Statement of the City Schools, under specific headings, from 1844 to 1866, both inclusive.

Year.	City Population.	Average Registered Attendance.	Average Daily Attendance.	Number of Teachers.	Average number of Pupils to each Teacher.	Total cost of Materials for the Schools.		Cost of each Child, based on Registered Attendance.	Cost of each Child, based on Average Daily Attendance.
1844	[illegible]		104	11	100	4½ months	$1820		$3 00
1845	10700	—	[illegible]	[illegible]	93	[illegible]	[illegible]	—	6 00
[illegible]	[illegible]		1212	11	81	12	6011		1 60
1847	[illegible]		946	[illegible]	87	1 "	[illegible]		2 00
1848	23500		[illegible]	11	[illegible]	½ year	187		3 00
1849	[illegible]	—	1586	[illegible]	[illegible]	½	110	—	[illegible] 00
1850	25786		1237	11	[illegible]	11 months	[illegible]		6 30
[illegible]	30755	845	1344	6	24	[illegible] "	2406	$[illegible] 90	7 20
[illegible]	[illegible]	1111	346	16	64	[illegible] "	[illegible]	[illegible] 40	1 11
1853	10000	[illegible]	409	[illegible]	71	[illegible] "	3900	1 60	2 00
[illegible]	[illegible]	1011	450	21	50	10 "	[illegible]	[illegible] 40	1 40
[illegible]	[illegible]	2062	875	[illegible]	[illegible]	[illegible] "	6018	10 00	[illegible]
[illegible]	43250	1318	[illegible]	16	63	10 "	5543	[illegible] 00	12 60
1857	[illegible]	2460	[illegible]	[illegible]	52	[illegible]	5054	2 00	[illegible]
[illegible]	[illegible]	2090	[illegible]	11	45	[illegible] "	[illegible]	9 45	10 50
[illegible]	43000	[illegible]	[illegible]	[illegible]	56	10	[illegible]	1 20	[illegible] 72
[illegible]	46000	[illegible]	[illegible]	[illegible]	59	[illegible] "	[illegible]	1 11	[illegible]
[illegible]	[illegible]	1300	1196	[illegible]	47	[illegible] "	[illegible]	[illegible]	[illegible] 11
1866	46000	[illegible]	[illegible]	36	57	[illegible]	[illegible]	9 94	11 11

APPENDIX II.

A.

Examination papers at the [illegible] Examination, July 21st, 1861

In the first or junior, and in the second or intermediate Division, the examination was entirely oral, with the exception of one paper, namely that on Arithmetic, in the second or intermediate Division.

In the third or senior Division, the examination was conducted altogether in writing, reading of course, excepted.

ARITHMETIC.

2nd Division.

1. What are numeration and notation?
2. Of what use is the character 0?
3. Write in figures,—ninety billions two hundred and seven millions and thirty three.
4. Express the following in the Arabic notation, MDCCXIX.
5. Explain what you mean by the words—product, factor, quotient, dividend.
6. Reduce £93 15s. 4½d. to dollars and cents.
7. Reduce 4 oz. 3 dr. 2 scr. 12 grains, to grains.
8. Reduce 1,000,000 inches to miles, &c.
9. What is compound addition?
10. What will be the weight of 296 silver spoons, each weighing 2 oz. 3 dwt. 12 grains.

NOVEMBER.

Name of School.	Males.				Females.				Combined Total.
	D. 1.	2.	3.	Total.	D. 1.	2.	3.	Total.	
Palace Street	84	86		60	86	84		49	149
George Street	64	[illegible]	47	[illegible]	70	49	45	164	354
The Park	87	[illegible]	48	140	69	53		[illegible]	295
Victoria Street	108	98	43	180	94	52	46	193	392
Louisa Street	182	87	63	300	47	64	51	162	462
John Street	97	88	64	[illegible]	60	50		110	300
Phoebe Street	[illegible]	[illegible]	40	180	81	49	55	185	364
Gipps' Street	24	21		5	26	24		69	1 0
Total	606	374	304	1268	526	285	97	1164	2432
November 1862	584	853	283	[illegible]	[illegible]	300	105	995	2250
Differences in totals being in favour of [illegible]	46	+91	+11	—97	64	—83	11	—75	188

DECEMBER.

Name of School.	Males.				Females.				Combined Total.
	D. 1	2.	3.	Total.	D. 1	2.	3.	Total.	
Palace Street	37	99		76	62	84		90	238
George Street	68	[illegible]	60	[illegible]	72	42	66	149	311
The Park	56	9	87	154	84	58		104	238
Victoria Street	75	47	48	164	47	43	48	140	304
Louisa Street	144	99	83	330	13	66	56	254	595
John Street	84	36	81	[illegible]	46	46		91	209
Phoebe Street	14	68	[illegible]	90	66	49	66	144	391
Gipps' Street	19	29		45	[illegible]	51		84	100
Totals	[illegible]	399	367	1140	466	343	84	966	2106
December, 1862	600	856	277	1188	431	342	106	997	2184
Differences in totals being in favour of [illegible]		—9	+ 0	— 7	8	41	—9	— 1	8

TABLE F

GEOGRAPHY

3rd Division

1. What is the *Ecliptic*, and why so called?

2. Which diameter of the earth is the greater, and why?

3. Name the greatest degrees of Latitude and Longitude?

4. What places have neither Latitude nor Longitude? Why?

5. Distinguish between the *sensible* and *rational* horizon.

6. At what parallels of Latitude, North and South, are the the Sun's rays never vertical?

7. Name the *Second Rate Powers* of Europe, with their Capitals.

8. Give the names of the three great Table Lands of South America, with their approximate elevations.

9. Mention the two largest Lakes and Rivers of Europe, and trace the Danube from its source to its mouths, naming the most important cities on its banks.

10. Give the subdivisions of British North America, with their Capitals.

11. Name the principal Rivers of Africa, and trace their course, also the principal Islands on its Eastern and Western coasts.

12. Mention the principal Rivers of England, the Mountain ranges of Scotland, and Lakes of Ireland, naming the highest Mountain in the British Islands.

HISTORY

3rd Division

1. Name the *last Judge* and the *first King* of Israel.

2. State briefly the circumstances that led to the division of the Israelites into two kingdoms, giving the names of the two first kings of each house after the separation.

3. Who commanded the Greeks at the Battle of Platæa, and what naval victory was gained by the Grecian fleet on the same day? Give the date.

4. Give the names (with dates) of the battles which terminated respectively the supremacy of Athens and Sparta in Greece.

3. Give the names of the Kings of Rome in the order of succession.

6. Who formed the first and second Triumvirates?

7. Give the name and date of the battle which established Philip's supremacy in Greece.

8. Name the four successive battles in which Hannibal defeated the Romans with dates.

9. Who were the Pretenders to the English Crown in the reign of Henry VII., and state briefly their presumptive claims?

10. Give a Summary of the chief events in the reign of Elizabeth.

11. What circumstances contributed to the restoration of Charles II.

12. State the two most important events in the reign of George III.

13. Who was the first Governor of Canada?

14. When was Quebec founded, and by whom?

15. State briefly what led to its capitulation.

ALGEBRA.

2nd Division.

1. Define the terms—like quantities, co-efficient, factor, exponent.

2. Explain transposition, and show upon what principles the operation depends.

3. What are the cases of addition? Give rules applicable to each case.

4. Simplify $\left\{(8a - 3a + 4b) - (9b - 2a + a)\right\} - \left\{3a - (-5a - b) + (3a - 5b)\right\}$

5. Divide $x^3 + x^2y - xy^2 - y^3$ by $x^2 - y^2$

6. Find the greatest common measure of $3x^2y + 24xy^2 +$ [illegible] and $21x^3 + 63x^2y + 21xy^2$

7. Solve the equation $\cdot 75x + 5\cdot 3 = \cdot 5x + 4\cdot 7$

Also, $\dfrac{7x - 16\frac{1}{2}}{11} - \dfrac{3}{8}\left(\dfrac{x-10}{7}\right) - \dfrac{15}{14}\left(x - 1\right)$

8. A wishes to pay B the sum of £19. A has only moidores, (each worth 27 shillings) B has only guineas, and 18 pieces pass between them. Required the number of each.

GEOMETRY

2nd Division

1. Prove that any two sides of a triangle are together greater than the third side.
2. Prove that if in any triangle, the square of one side be equal to the sum of the squares of the other two, the angle included between these two is right.
3. Prove that, if a line be cut equally and unequally the sum of the squares of the unequal parts will equal twice the square of the half line, together with twice the square of the line intercepted between the points of section.
4. Divide a line so that the rectangle under the whole line and one part shall be equal to the square of the other part.

MENSURATION

2nd Division

1. A figure, whose shape is a trapezium, has the diagonal 6250 links, the perpendicular to the north angle 1120 links, that to the south angle 2450 links. Required the area.
2. Find by duodecimals the number of yards of carpeting, 2 feet 6 inches wide, it will take to cover a floor, the length of which is 48 feet 7 inches, and the breadth 25 feet 8 inches.
3. Required the length of a cord, fastened to a stake at one end and to a cow's horns at the other to allow her to graze on an acre of grass, and no more.
4. Required the solid content of an obelisk in the shape of a frustrum of a square pyramid, height 22 feet, side of base, 7 feet 5 inches, side of summit, 4 feet 8 inches, also the weight of stone it would take to build it, assuming a cubic foot of stone to weigh 180 pounds.

B.

List of pupils to whom were awarded Scholarships, Prizes, and Certificates of Honour as the result of the Combined Examination arranged in the order of merit.

I. Boys of the third (or senior) Division, to whom Scholarships were awarded.

Those who held Scholarships for two years.	1. Enos Ryrie, 2. Richard Lewis.	Extended for one year
3. William Wagner		Louisa Street School.
4. William H. Beattie		George do.
5. Willie Currie		The Park School.
6. William Lawson		George Street School
7. James Leach		do. do.

II. Girls of the third (or senior) Division, to whom Prizes were awarded.

1. Rebecca Jones	Phoebe Street School.
2. Henrietta Lees	George do.
3. Kate Lennox	do. do.
4. Jane Sutherland	Phoebe do.
5. Margaret J. Ferrie	Louisa do.

III. Boys and girls of the third (or senior) Division, to whom Certificates of Honour were awarded.

BOYS.

Thomas Gibson	Louisa Street School.
2. James Turner	John do.
3. James Jardine	Louisa do.

GIRLS.

1. Anna Sutherland	Phoebe Street School.
2. Mary A. Beatty	George do.

IV. Pupils of the second (or senior) Division of the Female Departments of the Park and John Street Schools. There are no intermediate Divisions in these two Departments, and the pupils were examined as against each other, in third Division work.

One Prize was awarded namely to

Margaret Constable	John Street School.

V. Pupils of the above named Division, to whom Certificates of Honour were awarded.

1. Mary Ross		John Street School.
2. Jane Ryrie,	Equal	The Park School,
3. Sarah Long.		John Street School

VI. Pupils of the second (or Intermediate) Division, to whom Prizes were awarded.

1	William Cook		The Park School
2	Joseph Oliver	Equal.	do. do.
2	Sarah E. Beattie,		Victoria Street School
3	Elizabeth M. Rew		do. do.
4	Charles H. Bailey		Louisa do.
5	Fanny Cadle		Phoebe do.
6	William J. McCormick		The Park School
7	John Taylor	Equal.	Victoria Street School
7	James Carruthers,		do. do.

VII. Pupils of second (or Intermediate) Division to whom Certificates of Honour were awarded.

1	William Dove		Victoria Street School
2	John Higginbotham		Louisa do.
3	James Byrne,	Equal	do. do.
3	Martha Gaffe,		Phoebe do.

VIII. Pupils of second (or senior) Division of Palace and Girlas' Street Schools, examined against each other to whom Prizes were awarded.

1	Martha Brock	Girlas' Street School.
2	James Christie	do. do.
3	John Trainor	Palace do.
4	Alice Hornby	Girlas' do.

IX. Pupils of second (or senior) Division of Palace and Girlas' Street Schools, to whom Certificates of Honour were awarded.

1	William S. Gill	Palace Street School.
2	John Fraser	Girlas' do.
3	Sarah Jolley	do. do.

X. Pupils of first (or junior) Division, to whom Prizes were awarded.

1	John Kane	The Park School
2	Thomas Wilson	Louisa Street School.
3	John Ward	The Park do.
4	Frank Reardon	do. do.
5	Elizabeth Hunstall	Phoebe Street do.
6	Isabella Fortune	Victoria do. do.
7	Helen Ritchie	The Park School
8	Matilda Scarlett.	Phoebe Street School.
9	John Bright	George do.

XI. Pupils of first (or junior) Division, to whom Certificates of Honour were awarded.

1. Mary Ann McMartin	Victoria Street School.
2. William Goldsmith	do. do.
3 Matilda Roddy	The Park School,

XII. Pupils of first (or junior) Division of Palace and Givins' Street Schools examined against each other to whom Prizes were awarded.

1 Anne Whaling		Givins Street School.
2. Kate Woodhouse	Equal	do. do.
3. Catharine McCallan		do. do.

XIII. Pupils of first (or junior) Division of Palace and Givins' Street Schools, to whom Certificates of Honour were awarded.

1. Henry Gill	Palace Street School,
2. William J Barnes	do. do.

C

Summary of Certificates of Honour for regularity and punctuality of attendance, &c. granted to pupils in the several Public Schools at the Summer Examination.

NAME OF SCHOOL.	MALES.	FEMALES.	TOTAL.
Palace Street	17	14	31
George's Street	6	38	44
The Park	18	23	41
Victoria Street	19	12	31
Louisa Street	21	16	37
John Street	20	6	26
Phoebe Street,	9	16	25
Givins' Street	4	8	12
Total.	114	133	247

D

Summary of Certificates of Honour for regularity and punctuality of attendance, &c., granted to pupils in the several Public Schools at the Winter Examinations.

NAME OF SCHOOL.	MALES.	FEMALES.	TOTAL.
Palace Street	6	18	24
George Street	34	85	119
The Park	33	64	97
Victoria Street	14	41	55
Louisa Street	40	41	81
John Street	59	17	76
Phoebe Street	28	36	64
[illegible] Street	4	24	28
Total	204	262	466

E.

Standard for the attainments of the pupils in the respective Divisions of the City Public Schools, having special reference to the transfer of pupils from a lower to a higher Division and to the periodical Combined Examination of selected pupils.

I.—Reading and Spelling.

Division 1.—1st and 2nd National Reader.
" 2.—Sequel to 2nd and 3rd National Reader.
" 3.—4th and 5th National Reader.

Sullivan's Spelling-Book Superseded.

N.B.—Pupils in 3rd Division to be exercised in Spelling by means of Dictation.

II.—Writing.

Division 1.—Pupils in 2nd Reader to write on slates, to the extent of combining three letters, without capitals.

Division 2.—A plain text hand, including capitals and figures.
3.—A good commercial hand.

III.—Arithmetic.

Division 1.—Notation and Numeration, to nine places of figures. Simple Addition and Subtraction. The Multiplication Table. Simple Multiplication as far as by 12, and Simple Division, Long Division excepted.

Division 2.—Sangster's Elementary Arithmetic to page 60 inclusive.
" 3.—The remainder of Sangster's Elementary Arithmetic.

IV.—English Grammar.

Division 2.—Lennie's Grammar to end of Etymology (page 82 inclusive.) The parsing of simple sentences.

Division 3.—Lennie's Grammar to the end of Syntax (page 124 inclusive.) The parsing of simple and compound sentences. Analysis of sentences, to be communicated by Teachers, according to Morell.

V.—Geography.

Division 1.—General definitions, illustrated by Map of the World.

2.—In addition to the foregoing, an acquaintance with the maps of Europe, Asia, Africa, and America, to the extent of the countries they contain, their capitals, and their principal rivers, lakes, and mountains; also, Johnston's Map of the British North American Provinces, their chief cities, and their principal rivers, lakes, and mountains.

Division 3.—General definitions and outlines, according to Sullivan's Introduction; also, outlines of the Geography of British North America, illustrated by Johnston's map.

VI.—History.

Division 2.—Edwards' Summary of English History, to page 40 (the Houses of York and Lancaster) inclusive.

Division 3.—Ancient and Modern History in alternate years, according to the 4th National Reader. Edwards' Summary of English History from page 41, inclusive, to the end. Outlines of the History of British North America, to be communicated by Teachers, according to Boyd.

VII.—Mensuration.

Division 3.—Text Book: National Treatise. The whole of Sections 1st and 2nd; Section 3rd (Conic Sections) omitted. Section 4th to Problem 12 inclusive. Also, from page 144 to 164, on Artificer's Work.

VIII.—Algebra.

Division 3.—Colenso's Algebra, to Simple Equations, inclusive.

IX.—Geometry.

Division 3.—1st and 2nd Book of Euclid.

N.B.—The study of subjects VII., VIII., and IX. is optional; but credit will be given at the Combined Examination for proficiency in them, which will be taken into account in the award of Grammar School Scholarships.

X.—Instead of the last named three subjects, or in addition to them, Book-keeping may be taken by any senior pupil at the wish of his parent or guardian. The National Book-keeping to be used for this purpose.

Vocal Music and Drawing are to be regarded rather as School recreations than as School work to be required.

JAMES PORTER.
Local Superintendent.

Sanctioned by the Board of School Trustees
as Revised and Amended Oct. 11th 1861

F

Books, &c., required for the use of Pupils in the respective Divisions of the Public Schools of the City of Toronto.

FIRST DIVISION.

1st National Reader
2nd National Reader
A Slate.

SECOND DIVISION.

Sequel to 2nd National Reader
3rd National Reader.
A Slate
A Copy Book.
Sangster's Elementary Arithmetic
Lennie's English Grammar
Edwards' Summary of English History

THIRD DIVISION.

4th National Reader
5th National Reader
Sullivan's Spelling-Book Superseded.
A Slate,
A Copy Book
Sangster's Elementary Arithmetic,
Lennie's English Grammar
Sullivan's Introduction to Geography
Edwards' Summary of English History

FOR PUPILS IN MATHEMATICS.

National Treatise on Mensuration.
Colenso's Algebra.
Euclid's Elements.

FOR PUPILS IN BOOK-KEEPING.

The National Book-keeping.

JAMES PORTER.
Local Superintendent.

Sanctioned by Board of School Trustees,
October 11th, 1861

APPENDIX III

Secretary's Abstract Statement of the Estimated cost of maintaining the City Schools, for the year 1863

1.	Annual Interest, at 6 per cent. on permanent Investment of say $98,000 for the 8 School sites, Buildings and School furniture, &c.	$5,880 00
2.	Annual Estimate as the average expense of dilapidations, repairs to buildings, &c	1,150 00
3.	Salaries of Superintendent, Secretary and 60 Teachers, payments to Auditors and Examiners, and allowances to 8 Caretakers (8 schools and 1 office)	16,860 00
4.	Rents and taxes	830 00
5.	Election expenses	80 00
6.	Coal, Wood, and cutting wood (winter 1862-63)	1,200 00
7.	Insurance on 8 School Buildings, Furniture, &c	392 00
8.	Maps, Object lessons, Pens, Ink and Stationery for the schools and Stationery for the Board, and the Offices	150 00
9.	Printing and Advertising	270 00
10.	Miscellaneous expenses	300 00
		$25,047 00

APPENDIX IV

Annual Statement of Receipts and Expenditure for Common School purposes, City of Toronto, for the year 1862. Published by the Board of School Trustees for said City, as required by Statute.

INCOME FOR 1862.

Balance over from 1861, as per last published statement	$8,496 31
Legislative Appropriation, for 1862	3,333 00
Municipal Assessment in 1862 (nett)	19,500 00
Total Income for 1862	$31,360 61

EXPENDITURE FOR 1862.

1. Salaries for the year, namely		
20 regular teachers in the male department of the several schools	$8,530 00	
18 regular teachers, female department	3,809 11	
Occasional teachers	138 38	
		$12,475 06
Caretakers, schools and offices		888 00
Local Superintendent (Rev. J. Porter)		1,200 00
Secretary (G. A. Barber)		800 00
2 Examiners $40, 2 Auditors $20		60 00
		$16,284 96
2. Rents for the year, namely		
Board room, on account	$87 50	
The 2 Offices, on account	100 00	
Taxes, 1861	80 00	
Sewer rate, George Street School	12 88	
		281 08
3. Interest on School Mortgages, viz		
Louisa Street School	$40 00	
John Street School	60 00	
		100 00
4. Insurance on School Premises and Furniture, viz:		
Western Company	$40 71	
British America	187 40	
Royal (London and Liverpool)	62 60	
		293 75
5. Fuel for the Schools and Offices, viz		
Coal	$479 14	
Cutting wood	158 00	
		631 96
Carried forward		$17,816 79

F

Brought forward		$18 316 70
6. Printing, Advertising, Stationery, &c.		
H. Rowsell & Co., printing Report	$66 50	
Brown Brothers, Pens, &c	66 75	
H. Rowsell on account, Stationery	100 00	
Globe, on account, Advertising	30 00	
Education Department, Maps, Prizes, &c	[illegible]	
		[illegible]
7. Repairs to Schools, and taking down stoves and pipes, viz		
A. [illegible], balance account, 1861	$419 40	
[illegible] Brothers (Stoves, &c.)	94 49	
[illegible] (Painting and Glazing)	96 14	
Sundry persons	49 90	
		[illegible]
8. Miscellaneous Expenditure, viz		
Election, School Trustees	$75 00	
Sweeping chimneys	4 46	
New wheelbarrows	22 15	
New picks	11 00	
Water pails	5 00	
Postages and stamps	31 40	
Gas account, $2 60. Telegrams, $1 38	3 98	
Chalk for schools	4 25	
Sundry small disbursements	7 90	
Cab hire	27 50	
		198 98
9. School Debentures and Interest		6,408 90
Total expenditure, 1862		$[illegible],764 00
Balance to December 1862		4,887 23
		$[illegible]

Toronto, January 1863

The undersigned have compared, and checked, the above statement of income and expenditure, with the corresponding vouchers therefor; and certify the same to be correct.

(Signed,)

Samuel Spreull, } Auditors.
Wm. E. Orr,

ANNUAL REPORTS
OF THE
TORONTO
PUBLIC SCHOOL
BOARD

1859-60

FOURTH ANNUAL REPORT

OF THE

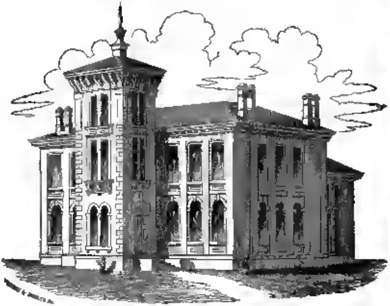
LOCAL SUPERINTENDENT

OF THE

Public Schools of the City of Toronto,

FOR THE

YEAR ENDING DECEMBER 31st, 1862



TORONTO:
LOVELL AND GIBSON, PRINTERS, YONGE STREET

1863.

Extract from 'Duties of Local Superintendent,'' as defined by the Board of School Trustees for 1858

" To make an Annual Report, and submit the same to the Board, at such time as the Board may appoint, in each year recording the position of the Schools, in regard to statistics, cost, system of teaching, examinations, and such other matters as may be usefully discussed and recorded.''

Members of the Board of School Trustees,

FOR THE YEAR 1862

Ward of St. Lawrence.

J G BEARD Esq *Chairman.* | WILLIAM DOWZARD Esq

Ward of St. David.

E COATSWORTH Esq | WILLIAM CARRIER, Esq

Ward of St. James.

THOMAS HENNING Esq | J W BRENT Esq

Ward of St John.

JOHN GREENLEES, Esq. | A. JARDINE, Esq

Ward of St. Andrew.

WILLIAM HODSON Esq | ROBERT ARMSTRONG, Esq

Ward of St. George.

Hon J McMURRICH, | JOHN STUART Esq

Ward of St. Patrick.

JOHN BAXTER, Esq | JOHN SPENCE Esq

STANDING COMMITTEES

I. On Finance, Assessment, and Salaries

Messrs. McMURRICH, COATSWORTH, SPENCE ARMSRONG

II On School Management.

Messrs. HENNING GREENLEES, BAXTER BRENT STUART

III. On Sites and Buildings

Messrs. JARDINE DOWZARD, HODSON, CARRIER.

N B.—The Chairman of the Board is, *ex officio*, a member of all Standing Committees.

Officers of the Board for 1862

G A. BARBER Esq Secretary

Rev JAMES PORTER, Local Superintendent.

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ANNUAL REPORT

OF THE

LOCAL SUPERINTENDENT

OF

PUBLIC SCHOOLS.

TO THE CHAIRMAN AND MEMBERS OF THE BOARD OF TRUSTEES OF THE PUBLIC SCHOOLS OF THE CITY OF TORONTO

GENTLEMEN,—I have the honour to submit to you the following Report on the condition of the Public Schools of this city, for the year 1862

The statistics of the City Schools herein recorded very nearly resemble those of 1861, nor do they widely differ from those of either 1860 or 1859. Knowing that every effort is made by the Board, and by those in its employ, to render the working of the schools as efficient as possible, I am constrained to conclude that their usefulness, as they are at present organized and located, cannot be very greatly increased. Yet surely it is exceedingly desirable as a matter of benevolence, and obviously expedient, as a matter of enlightened municipal economy, that the uninstructed and unemployed children of school age in this city, be they few or many, should become the subjects of school discipline and teaching, rather than continue, as they are, the occasion of painful anxiety to philanthropists, legislators, and all the friends of social order.

Probably, little can be done on their behalf, until their numbers and the causes of their non-attendance at School are more accurately known. In order to the attainment of such knowledge, a special annual or frequent census seems indispensably necessary. The information which would result from such a census is asked year after year by the Chief Superintendent of Education, from all local school authorities. They, however, have no power to compel parents or guardians to communicate the facts required, though much, it is not unlikely, could be done towards the collection of such facts by a proper combination of courtesy and skill. Here, then, this important matter at present stands.

It will be seen in a subsequent portion of this Report, under the heading "Special Matters worthy of Record," that a renewed endeavour towards procuring the important statistics referred to has been purposed and may yet succeed. Meanwhile I feel it to be alike a duty and a pleasure to solicit attention to the following extracts from the Separate Report of E. A. Meredith, Esq., Prison Inspector for the year 1861, relating to Homes or Houses of Refuge for destitute and neglected children. Speaking of the "Necessity of Homes" and "the classes of children for whose benefit they are more particularly intended," Mr. Meredith observes: "Canada boasts, and with reason, of the liberal provision which she makes for the education of her sons. She offers to all her children a good education, and offers it to them free of charge. But yet it cannot be denied that a large proportion of the juvenile population, and especially of that class of the juvenile population who, from their circumstances and position in life, most stand in need of training and education, derive no benefit whatever from our admirable school system. It is, indeed, a matter of common remark that, in our large cities particularly, a great proportion of the children of the lower classes are utterly destitute and neglected, and grow up in our midst without receiving any education or training to fit them to act their part in life as honest and useful citizens.

The existence of this large and unfortunate class of the community is wholly ignored by society, until the wretched victims of neglect and cruelty present themselves before our magistrates, and become in due course the inmates of our jails and penitentiaries.

But imprisonment in jail tends only to complete the ruin of the unfortunate child. So far from checking the growth of juvenile crime, the imprisonment of the young in jail is, in fact, itself a fruitful source of crime. The indiscriminate herding together of the young and comparatively innocent with old and hardened criminals in our common

jails, has here, as elsewhere, produced in too many cases its natural fruit,—the utter degradation and permanent ruin of the more youthful and innocent prisoners. We, in Canada, cannot indeed escape the conviction that we have been systematically manufacturing criminals in our jails, and that hitherto our prisons, instead of being reformatory institutions, have been simply nurseries of vice and hotbeds of crime It may indeed be said with melancholy truth that we have provided a complete system of education for this portion of our population, but in that system the jails have been our normal schools, and the penitentiary our university.

True, indeed, we have not been singular in our neglect of these helpless and unfortunate children. Older and wealthier communities than ours, even England and France, the nations foremost in the van of civilization in Europe, have, until within the last few years, been as sinfully indifferent to the fate of the pauper children in their midst as we have been in Canada.

Within the last few years, however, a great change has come over the public mind in France and England on this great social question, and in these countries, and also in the neighbouring States, institutions under the names of "Homes," "Industrial Farms," "Refuges," or "Reformatories," have been established—all intended, in a greater or less degree, to meet the wants of this large and unfortunate class.

In our own country, reformatories for juvenile offenders have, within the last few years, been established. These establishments go some way to meet the great social want. They afford an admirable moral, religious, and industrial training to the youths who enter them; but these youths are but a small fraction of the class to which they belong, who have need of such a training. To qualify himself for the reformatory, the boy must be a convict; he must have passed through a jail, and undergone the disgrace of a trial. Reformatories are therfore not available for boys who have not entered upon a course of actual crime, and made themselves amenable to the law. They, in fact, are remedial, but not preventive; their object is to reform the boy who has become criminal, not to train and instruct the pauper boy while yet innocent of crime. This is, of all others, a case where prevention is better than cure. It is better because it is more agreeable, more hopeful, more economical, more humane, and more Christian.

Homes or Refuges form a kind of intermediate link between our common schools and our juvenile reformatories. While they partake to some extent of the character of both, they are entirely distinct, and properly distinct from both, and form, in fact, their natural and necessary supplement.

From what has preceded, it is evident that Homes are intended for the benefit of destitute and neglected pauper children; for children who, but for the inter-

vention of such extrinsic aid, would receive no training or education, and who, from the circumstances in which they are placed, would be drifted, as it were, into a career of vice and crime. This class of pauper children would be found to consist principally of

1. Vicious and incorrigible children.

2. Vagrants.

3. Children without parents or protectors, or children whose parents or natural protectors, from poverty or other causes, are unable or unwilling to afford them that education which they require, and to which they are entitled

In concluding this brief memorandum, I am anxious to record my own strong conviction that it is not to our penitentiaries, nor yet to our jails, nor even to our admirable reformatories, but to "Homes" or some such institutions, that we must mainly look if we hope, with God's blessing, to "stand between the living and the dead and stay the plague" of immorality and vice around us"

In these extracts a method is proposed for dealing with an admitted and growing evil, which is at once remedial for the present and preventive for the future, and which, so far as it may be applied to those who need its benefits, will combine the smallest possible extent of personal restraint with the largest possible amount of moral, mental, and physical culture.

Intelligent visitors of our City Schools have often expressed themselves as somewhat surprised at the smallness and very young appearance of the majority of the pupils in the Senior Divisions, especially in the Male Departments This fact is, I think, explained by the consideration that many parents are glad to avail themselves of the earnings of their children, as early as they are qualified for any description of employment in which ordinary School attainments are remunerative, while the few pupils whom their parents propose to submit to higher culture, either compete for Grammar School Scholarships, at our Annual Combined Examinations, or are removed to some one of the several public Classical Schools in this City, which can be entered on reasonable terms.

During the year 1862 there has been no relaxation of long sustained effort on the part of the Teachers and the Local Superintendent, to promote the regularity and punctuality of attendance of the pupils enrolled on the several School registers. Our School regulations provide expressly for the restraint of the opposite evil, the attention of our Teachers is especially directed to its diminution, and the Board not only deals with it in the way of penalty, but also liberally provides for the encouragement of regular and punctual attendance by the public award of semi-annual Certificates of Honour to all pupils who combine such attendance with uniformly good conduct, allowance being made for inevitable absence on account of sickness.

It cannot be improper that I should refer to the growing interest which is being felt on this continent in the physical education of the young. In the British Isles that education has never been utterly neglected. Youth of all classes have been more or less accustomed to athletic sports and exercises, and a good degree of general muscular development, in the direction of both strength and agility, has been the result. The volunteer movement, so general at home, has rendered military exercises particularly attractive, and public and private schools are extensively including part, at least, of these exercises, in their regular routine. It is not surprising that the Schools of the United States, should be imitating this example. Nor do I know any sufficient reason why the boys in all our Schools should not as early as practicable, be instructed in the elementary portions of military drill. Erectness of bearing and carriage, prompt obedience to orders, and facility of movement in combination with others, are among the several present advantages that would result from the adoption of such a measure. Its subservience to any future necessary or expedient military organization throughout the province, is too obvious to require to be dwelt on.

The desirableness also of gymnastics for boys and of calisthenics for girls, is now almost universally admitted.

These matters have received the attention of the Board in the course of the past year, and one result has been, the acceptance by the Board of the handsome offer of Brigade Major, R. B Denison, Esq., (10th Military District) to receive the larger boys in the Public Schools under his orders, for the purpose of their being instructed in elementary drill, for one hour in each week, after the re-opening of the Schools, in January, 1863. The Board has further placed on record its recomendation to the Board of 1863, that the subject of gymnastics in the several schools, as reported on by a special Committee, of which Mr Carrier was the Chairman, receive its favourable consideration.

A copy of Brigade Major Denison's communication, and a copy of the Report of the Special Committee on Gymnastics, together with copies of the resolutions of the Board on those documents respectively, will be found under the heading—"Special matters worthy of Record."

I.—SUMMARY OF SCHOOLS, SCHOOL DAYS, TEACHERS, AND ATTENDANCE AND COST OF PUPILS, FOR THE YEAR 1862.

The following summary shows the number of Schools, of days during which the Schools were open, of Teachers, and of Pupils in attendance; together with the entire cost of the Schools for the year, and the cost per pupil.

1 Number of Schools

The number of Schools was eight, (8,) namely the Palace Street, George Street, Park, Victoria Street, Louisa Street, John Street, Phœbe Street and Givins' Street School, each of which has a separate Male and Female Department.

2. Number of School Days.

During the six months, ending June 30th	120
During the six months ending December 31st, in which the summer holidays were included	98
Total	218

3 Number of Teachers.

There have been employed by the Board during the year:

Head Masters	8
Male Assistant	1
Head Mistresses	8
Senior Female Assistants	10
Junior Female Assistants	11
Total	38

N.B.—Five Female Teachers have also been occasionally employed, on account of the sickness of any of the regular Teachers.

For particulars, see Appendix I. (Table A.)

4. NUMBER OF PUPILS.

The number of pupils entered on the Registers of the several Schools, during the year, was,

Males, - - - -	2522
Females - - - -	2372
Total, - -	4894

Increase, as compared with 1861,—6.

N. B.—For particulars, see Appendix I. (Table B.)

Of these there attended as follows, viz.:

Less than 20 days, - - -	587
From 20 to 50 " - - -	860
" 50 to 100 " - - -	1158
" 100 to 150 " - - -	898
" 150 to 200 " - - -	863
" 200 to 225 " - - -	508
Total, - -	4894

N. B.—For analysis, see Appendix I. (Table C.)

The average registered monthly attendance was,

Males, - - -	$1454\frac{3}{11}$
Females, - - -	$1370\frac{10}{11}$
Total, - -	$2825\frac{2}{11}$

Increase, as compared with 1861,—25.

N. B.—For particulars see Appendix I. (Table D.)

The average of average monthly attendance was,

Males, - - -	$1151\frac{5}{11}$
Females, - - -	$1038\frac{2}{11}$
Total, - -	$2189\frac{7}{11}$

Increase, as compared with 1861,—4

N. B.—For particulars, see Appendix I. (Tables D. and E.)

The average daily attendance was,

Males, - - -	$1144\frac{114}{215}$
Females, - - -	$1038\frac{154}{215}$
Total, - -	$2183\frac{53}{215}$

Increase, as compared with 1861,—3

The average daily absences of pupils were,

Males, - - - -	309
Females, - - - -	335
Total, - -	644

Increase, as compared with 1861,—24.

The average half-day absences were,

Males, - - - -	$72\frac{184}{215}$
Females, - - -	$60\frac{30}{215}$
Total, - -	$133\frac{214}{215}$

The same as in 1861.

The average late attendances were,

Males, - - - -	$120\frac{11}{216}$
Females, - - - -	$96\frac{155}{216}$
Total, - -	$216\frac{166}{216}$

Decrease, as compared with 1861,—17.

The smallest attendance on any one day, in the several Schools, was,

		MALES.	FEMALES.	TOTAL.
Palace Street, March 21st,		45	42	87
George Street,	Do.	111	75	186
The Park,	Do.	94	33	127
Victoria Street,	Do.	93	84	177
Louisa Street,	Do.	169	123	292
John Street,	Do.	80	30	110
Phœbe Street,	Do.	61	54	115
Givins' Street,	Do.	35	22	57
		688	463	1151
Smallest attendance in 1861,		559	398	957
Increase in 1862, as compared with 1861, - -		129	65	194

It may be remembered that March 21st, 1862, was remarkable for one of the heaviest snow storms of the season.

	MALES.	FEMALES.	TOTAL.
Palace Street, Sept. 9th,	93	76	169
George Street, " 29th,	190	181	371
The Park, July 2nd,	173	134	307
Victoria Street, Sept. 9th,	166	214	380
Louisa Street, Sept. 16th,	278	305	583
John Street, April 7th,	161	101	252
Phœbe Street, June 23rd,	176	195	371
Givins' Street, June 24th,	77	61	138
	1304	1267	2571
Largest attendance in 1861,	1329	1270	2599
Decrease in 1862, as compared with 1861, - -	25	3	28

The largest attendance at the several Schools in 1862, ranged from April 7th to September 29th; occurring in one instance in April, in two instances in June, in one in July, and in four in September.

5 COST OF THE SCHOOLS.

Regarding the total cost of the Schools for the year as $25,047, then the cost per pupil, calculated

As per number of Pupils registered, was -	$ 5 11
As per average registered monthly attendance, was - - - -	8 94
As per average daily attendance, was -	11 48

Should we, however, deduct from the gross estimate, $25,047, the annual interest on sites, buildings and furniture, namely, $5,280, then the differ-ence, $19,767 will represent the net cost of the Schools for the year 1862; which will be only $9 06, per pupil, in average daily attendance.

II. SUBJECTS OF INSTRUCTION.

Subjects of instruction, and number of Pupils engaged at some time during the year in the study of each.

In Reading, namely,

First National Reader	1,383
Second	1,157
Third	1,095
Fourth	726
Fifth	538
Total,	4,899

In Arithmetic	3,973
English Grammar,	2,338
General Geography	4,470
Canadian Geography	1,766
History	1,892
Writing (not including writing on slates)	2,697
Book-keeping	40
Mensuration	70
Algebra	95
Geometry	156
Natural Philosophy	115
Vocal Music	850
Linear Drawing	182
Needlework, (Girls)	1,322

For particulars see Appendix I. (Table F.)

III. SCHOOL BOOKS IN USE

The books used have been the National Readers; Sullivan's Spelling Book Superseded; Sangster's Elementary Arithmetic, Lennie's English Grammar; Sullivan's Introduction to Geography; Edwards' Summary of English History; The National Book-keeping, The National Mensuration ; Colenso's Algebra, and various editions of Euclid's Elements.

All the Schools are amply provided with Black-boards and Maps.

IV. SCHOOL LIBRARIES

The number of volumes in the School Libraries, at this date, is—

Male Departments . .	1,651
Female Departments . .	990
Total, . .	2,641

The number of volumes taken out during the year, was—

Male Departments . .	5,156
Female Departments . -	5,026
Total, . -	10,182

For particulars see Appendix I (Table G.)

V. LECTURES.

The Annual Lecture, required by law, was delivered by the Local Superintendent, in each of the six large School-houses and in the Palace Street School-house, during the earlier part of December.

The subject was—"The Relation of Homes and Schools." The attendance in some of the Schools was rather better than in former years, as additional effort had been made to notify parents and guardians that the lecture was intended for them and not for the mere entertainment of the pupils.

VI. EXAMINATIONS.

The three usual Examinations were held in the course of the year, namely, the Combined Examination of pupils selected from each Division of each Department of the several Schools, and the Summer and Winter Examinations of all the the Schools.

1. THE COMBINED EXAMINATION.

This Examination took place, by order of the Board (on the recommendation of the Committe on School Management, in their Report, No. 3,) at the Victoria Street School-house, on Monday the 21st of July. The examiners were M. C. Howe, Esq., L.L.D., Head Master of the Toronto Grammar School, and W. A. Watts, Esq., M.A. As on former similar occasions, the pupils examined were three individuals from each Division of each Department, male and female, of the several Schools, selected by their respective Teachers for their general proficiency combined with uniformly good conduct, and approved by the Local Superintendent They were classed for the purpose of examination, according to the Divisions to which they belonged in their several schools, as First (or Junior), Second (or Intermediate), and Third (or Senior). The exceptions to this arrangement were, one in the case of the Female Departments of the Park and John Street Schools, each of which consists of but two Divisions, (Senior and Junior,) the pupils of the Senior Divisions of which were, therefore, examined as against each other; and another, in the case of the Palace Street and Givins' Street Schools, which, having only two Divisions each (Senior and Junior,) in either Department, were consequently examined as against each other; it being considered that Schools in which the arrangement of the pupils in Divisions is similar, should be tested by the Examinations in a similar manner.

It was provided by the Board, on the recommendation of the Committe on School Management, made in the Report above referred to, "that in particular cases, where it can be shown that the longer continuance of a pupil at the Grammar School than two years, would be of decided advantage to him, the term of attendance might be properly extended to three or even four years, also that, hereafter, successful candidates for Grammar School Scholarships should be permitted, in cases where it is satisfactorily proved that the same cannot be availed of, to receive a prize instead;—that the vacancy in the number of Scholarships thus created should be filled up by the pupil standing next in the order of merit; and that Senior male pupils attending the Combined Examination who have not studied Mathematics, should be entitled to prizes, provided their merit marks on the whole, equal those gained by senior female pupils."

The Examination was partly oral, and in part was conducted by means of printed questions, copies of which will be found in Appendix II. (A.)

For list of pupils arranged in order of merit, who, on the recomendation of the Examiners, received Scholarships, Prizes, or Certificates, see Appendix II. (B.)

REPORT

OF THE EXAMINERS, AT THE COMBINED EXAMINATION OF THE COMMON SCHOOLS, OF THE CITY OF TORONTO, HELD JULY 21ST, 1862.

To the Chairman and Members of the Board of Trustees of the Public Schools of the City of Toronto.

GENTLEMEN,—We beg leave respectfully to submit to you our Report of the Combined Examination of the Common Schools of this City, held by us in the Victoria Street School, on the 21st of July, 1862.

There were present 126 Pupils, viz: 30 from the Third Division, 48 from the Second Division, and 48 from the First Division. As on former occasions, the Pupils from the Palace Street and Givins' Street Schools were examined only as against each other, these Schools having no Third Division. There are two other Schools which have no Third Division in the Female Department, viz: the Park School and John Street School, the Second Division Female Pupils of which very laudably desired, this year, to be examined in Third Division work; they were therefore examined as against each other.

The Examination in the Third Division included the following subjects:—Writing, Reading, Dictation, Definitions and Derivations, Arithmetic, Grammar, Geography, History, Mensuration, Algebra, and Geometry. The answers were chiefly written, the only oral examination being in Reading None of the girls took the subjects of Algebra, Geometry and Mensuration; the majority of the boys took them all, and the whole of the boys took one or more of these branches

Owing to recent regulations of your Board, no special prizes are recommended in these subjects, those pupils who took them have been ranked in comparison with each other, and considered as competitors for Scholarships, those who did not take them have been considered as competing merely for prizes and examined as against each other

The writing was generally very good. Victoria, Phœbe, and Louisa Streets came out best Reading very good, Kate Lemon, George Street; Jane Wallace, Victoria Street, and Rebecca Jones, Phœbe Street, were the best Spelling, Definitions and Derivations were all taken together, the answering fair; William Lumsden, George Street, Jane Sutherland and Rebecca Jones, Phœbe Street, were the best. Arithmetic was not so good, the best answering was by William Wagner, Louisa Street, and Rebecca Jones, Phœbe Street Grammar was very fair, the answering would doubtless have been better, had more time been allowed, the paper was rather longer than could easily be answered within an hour, the best answerer was Rebecca Jones, Phœbe Street. Geography was generally good, the best were Rebecca

Jones, Annie Sutherland, Henry Cox, and John Mitchell, Phœbe Street, and Kate Lemon, George Street. History very good; the best were Rebecca Jones, Phœbe Street; William Wagner, Louisa Street; and James Leatch, George Street.

The answering in Algebra, Geometry, and Mensuration was fair. The best in both Geometry and Mensuration was William Wagner, Louisa Street; the best in Algebra were Gabriel Alexander, Victoria Street; and James Jardine, Louisa Street.

We would recommend that Scholarships be awarded to the following boys,—who are arranged in order of merit.

1. William Wagner, Louisa Street School.
2. William H. Coulter, George Street "
3. William Carrier, The Park "
4. William Lumsden, George Street "
5. James Leatch, " " "

Also, Certificates to the following:

6. Thomas Gibson, Louisa Street School.
7. James Turner, John " "
8. James Jardine, Louisa " "

We would also recommend Prizes to the following:

1. Rebecca Jones, Phœbe Street School.
2. Henrietta Lees, George " "
3. Kate Lemon, " " "
4. Jane Sutherland, Phœbe " "
5. Margaret J. Foster, Louisa Street School.

Also, Certificates to the following

6. Annie Sutherland, Phœbe Street School.
7. Mary A. Beaty, George " "

We would recommend a Prize to the following from the Class including the Park and John Street Schools

1. Margaret Constable, John Street School.

Also, Certificates to the following:

2. Mary Ross, John Street School.
3. Jane Ryrie, the Park " " } Equal.
3. Sarah Long, John " " }

It is only due to Rebecca Jones, of the Phœbe Street School, to state that she was decidedly first among the female pupils, and that she deserves especial credit. Had the subjects of Algebra, Geometry, and Mensuration been omitted she would have stood first of all the pupils. Although the number of Prizes awarded to female pupils may seem rather large proportionately, still those named stood so nearly together that the examiners did not wish to omit any of them from the list.

In the Second Division, the subjects of examination were Writing, Reading, Spelling, Grammar, Geography, History and Arithmetic. The examination was oral with the exception of Arithmetic. In this Division were included the boys only of the Park and John Street Schools; the girls having been examined in the Third Division.

This Division is arranged into Two Classes;—the First Class including the George Street, the Park, Victoria Street, Louisa Street, John Street, and Phœbe Street Schools,—the Second Class includes the Palace Street and Givins' Street Schools.

The writing was generally good; the Park and Givins' Street Schools being the best. Reading good, Sarah E Beattie, Victoria Street, and John Higginbotham, Louisa Street, were best Grammar on the whole good; Sarah J Rennick, George St, and John Higginbotham, Louisa Street, answered best. Geography was excellent, the best answerers were, in the First Class, Elizabeth Mary How, Victoria Street, in the Second Class, John Treloar, Palace Street. History very good, the best was Maria Brock, Givins' Street. Arithmetic was good; Alice Hornby and Sarah Jolley, Givins' Street, were the best

We would recommend the following for prizes

1. William Cook, The Park School.
2. Joseph Oliver, " " } Equal.
2. Sarah E Beattie, Victoria St School }
3. Elizabeth Mary How, " " "
4. Charles H Bailey, Louisa " "
5. Fanny Coffin, Phœbe " "
6. William J. McCormick, The Park School.
7. John Taylor, Victoria Street School } Equal.
7. James Carruthers, " " " }

Also, the following for Certificates.:

8. William Dovey, Victoria Street School.
9. John Higginbotham, Louisa " "
10. James Gorrie, " " " } Equal.
10. Martha Coffin, Phœbe " " }

Also in the Second Class (Palace Street and Givins' Street Schools) for Prizes

1. Maria Brock, Givins' Street School.
2. James Christie, " " "
3. John Treloar, Palace " "
4. Alice Hornby, Givins' " "

And for Certificates:

5. William S. Gill, Palace Street School.
6. John Fraser, Givins' " "
7. Sarah Jolley " " "

In the First Division the subjects of examination were Reading, Spelling, Arithmetic and Geography. The Examination was entirely oral. A similar classification has been made of this Division into two classes—the First including all the Schools but Givins St. and Palace St.—the Second those two Schools.

The Reading was, generally, very good; the best reader was Isabella Fortune, Victoria Street. Spelling, creditable, the pupils from Victoria Street and the Park Schools did best. Arithmetic was good; Thomas Nelson, George Street; John Ward and Frank Bowden, Park School; and James Watt and George Sweetman, Louisa Street, were best. Geography, on the whole, good, the best answerers were Helen Ritchie and Matilda Roddy, Park School; Alexander Middleton, John Street; Matilda Scarlett and Lillie Jones, Phœbe Street.

Your Examiners would recommend the award of Prizes to the following:

1. John Kane, The Park School.
2. Thomas Wilson, Louisa Street School.
3. John Ward, The Park School.
4. Frank Bowden " "
5. Elizabeth Hammell, Phœbe Street School.
6. Isabella Fortune, Victoria " "
7. Helen Blackburn Ritchie, The Park School.
8. Matilda Scarlett, Phœbe Street School.
9. John Bright, George " "

Also, Certificates to the following:

10. Mary Ann McMorin, Victoria Street School.
11. William Goldsmith, " " "
12. Matilda Roddy, The Park School.

In the Second Class (Givins Street, and Palace Street Schools) we would recommend Prizes to

1. Anne Whaling, Givins Street School.
2. Kate Woodhouse, " " " } Equal.
2. Catherine McClellan, " " }

Also, Certificates to

3. Henry Gill, Palace Street School.
4. William J. Barnes, " "

Your Examiners are glad to be able to report that the conduct of the pupils throughout the examination was perfectly satisfactory. They beg leave also to express their acknowledgement of the attention of the Rev. James Porter, the Local Superintendent, who took every care that their labours were facilitated as much as possible.

In conclusion we feel gratified with the general results of the Examination and consider that they argue care and attention on the part of the teachers and diligence and exertion on that of the pupils. We trust that these features may continue and increase, so as to ensure the yet greater efficiency of the Common Schools of the City of Toronto

(Signed,)

M. C. Howe, LL.D. } Examiners.
Walter A. Watts, M.A. }

Toronto, July 28, 1862

As recommended by the Committee on School Management, in their Report No. 5, it was ordered by the Board "that a Public Meeting for the distribution of the Grammar School Scholarships, Prizes, and Certificates of Honour be held on Friday, Aug. 1st, under arrangements similar to those observed in 1861."

A public meeting was held accordingly in the St. Lawrence Hall and the various Honours awarded

by the Board, on the recommendation of the Examiners at the Combined Examination, were distributed by His Worship the Mayor of the City, who, at the request of the Board of School Trustees, presided on the occasion

An excellent opening address was delivered by the Mayor, (J. G Bowes, Esq.), the Report of the Examiners at the Combined Examination was read by the Local Superintendent, followed by the report from Dr Howe, respecting the conduct and progress of the pupils who had, in previous years, received Grammar School Scholarships, (a copy of which is subjoined,) and eloquent and valuable addresses were given by J. G Beard, Esq, Chairman of the Board of School Trustees, the Rev. Dr McCaul, President of University College; Professor Wilson of University College, the Rev Dr Jennings, Chairman of the Board of Public Instruction for the County of York, the Rev. A Sanson, M.A., Rector of Trinity Church; the Rev Mr. Marling, and the Rev Dr Richardson; the gentleman last named being the agent of Jesse Ketchum, Esq, a liberal benefactor to these Public Schools and to many others Aldermen Jarvis and Sterling also kindly took part in the business of the meeting by moving and seconding a vote of thanks to the Teachers and Superintendent of the Schools, which was unanimouly carried by the meeting and very handsomely communicated by the Chairman. The proceedings were closed with the benediction by the Rev. Dr. Beaven.

The following is a copy of Dr Howe's report:

Toronto, July 29, 1862

DEAR SIR,—For the information of the Board of the City School Trustees, I beg to report on the conduct and progress of the boys who obtained "Scholarships" in the Grammar School for the years 1860 and 1861.

As I have previously reported on the Scholars of 1860, I have merely to report that they continued, with one exception, during the term of their Scholarships to give every satisfaction as regards progress in their studies and uniformity of good conduct. (The exceptional case to which I allude was that of a boy who, without his parents' knowledge, occasionally absented himself from School.)

In accordance with a suggestion from me last year, the tenure of Scholarships in the Grammar School has been extended from two to four years in certain cases. Taking into consideration their good conduct and marked progress in their studies, I have felt myself fully warranted (with the sanction of the Grammar School Trustees) in re-admitting two boys, (Daniel Ryrie and Richard Lewis) to the privilege of this extension. The other "Scholars" of 1860 have, I believe, betaken themselves to business and professions.

Of those who obtained Scholarships in 1861, one boy (Wm. Courtney) put in no appearance, and two have lately ceased to be pupils of the Grammar

School, one of them (William Dorothey) having been put to business, and the other (George L. Brighton) having returned with his parents to England. I particularly regret the loss of the latter boy as he gave great promise of becoming a most successful and distinguished student. With regard to their attendance, conduct and progress I am happy to say that they, (the "Scholars" of 1861,) have given perfect satisfaction during the last year, and that they have all carried off prizes at the Christmas and Midsummer Examinations of the Grammar School.

I cannot close these remarks without referring to the distinguished career of Daniel Ryrie, who has invariably won the first prizes in his class, and who, I trust, will reap a rich harvest from the good seed which is now being sown.

I am, dear Sir, respectfully yours.

(Signed,) M. C. Howe, LL.D.

Head Master Toronto Grammar School.

Rev. James Porter, &c., &c.

2. THE USUAL SUMMER EXAMINATION.

The Summer Examination of all the Schools was held, as per order of the Board, on Thursday, the 31st of July. The attendance of the parents and guardians of pupils, and others, was generally good, especially in the afternoon. The Local Trustees, at the close of the Examinations, distributed to male pupils 114, and to female pupils 133, total, 247 Certificates of Honour, for regularity and punctuality of attendance combined with uniformly good conduct throughout the session, which began Jany 6, and ended on the day of Examination

A summary of the Certificates distributed in the several Schools will be found in Appendix II. (C)

8 THE USUAL WINTER EXAMINATION.

The Winter Examination of all the Schools took place, as per order of the Board, on Tuesday the 23rd of December. The attendance of parents and guardians and visitors was small in the morning, but was better in the afternoon. Four hundred and ninety-two Certificates of Honour, namely, 224 to male pupils and 268 to female pupils, for regularity and punctuality of attendance combined with uniformly good conduct throughout the session then ended, and which began on September the 2nd, were distributed by the Local Trustees, at the close of the examination. This number exceeds by 43 the largest number distributed on any former occasion

A summary of the Certificates distributed in the several Schools will be found in Appendix II (D)

That a much larger number of these Certificates is distributed at the Winter than at the Summer Examinations is explained by a consideration of the fact that the term preceding the Winter Examin-

ation is of but four months duration, while the term ending with the Summer Examination comprehends seven months, including both the coldest and the warmest in the School year, in which unfailing regularity and punctuality of attendance are most difficult and most praiseworthy.

VII. SPECIAL MATTERS WORTHY OF RECORD.

1. OCCASIONAL TEACHERS NOT TO BE NECESSARILY PREFERRED IN CASES OF VACANCY.

On the recommendation of the Committee on School Management, in their Report No 1, the Board resolved "That it be distinctly understood, as the future rule in all cases where occasional Teachers shall be employed, that the mere fact of any Teacher being temporarily employed in our Schools shall not give to that party any preferential claim to permanent appointment, in case of a vacancy, but that the same shall be determined on the broad principle of comparative merit."

2. GYMNASTICS AND MILITARY DRILL.

Mr. Carrier having expressed, in his place at the Board, his intention to give notice of a motion bearing on the subject of the introduction of gymnastic exercises and military drill into the City Public Schools, that gentleman was invited to a conference with the committee on School Management, the result of which was that the Committee in their Report No. 4, recommended, and the recommendation was subsequently (on June 4th) adopted by the Board "that, pending the action of the Board on Mr. Carrier's motion, by way of experiment and until otherwise ordered, the Head Masters of the George Street and the Park Schools respectively, be permitted to apply a portion of the School time, say to the extent of one hour more or less per week, in giving instructions in gymnastics and military drill to their pupils."

On July 2nd, Mr. Carrier, seconded by Mr. Dowzard, moved at the Board the following resolution, which was carried: "That, whereas it is the bounden duty of all who preside over the education of youth to provide for the physical as well as the intellectual development of those under their charge: Be it therefore resolved, that Messrs. Coatsworth, Stuart, and the mover, be a Select Committee to inquire into and report on the expediency of introducing into the City Schools such gymnastic exercises, including military drill, as will be unattended with expense to the Rate-payers."

On Nov. 19th Mr. Carrier (Chairman) brought up the Report of the Select Committee on the subject of Gymnastic Exercises in the City Schools, and the Board resolved itself into a Committee of the whole thereupon, Mr. Hodson in the Chair. After some time the Committee of the whole rose to report progress and to ask leave to sit again. The Board then resumed and leave to sit again was granted accordingly.

On Dec the 8th, the Board resumed being in Committee of the whole on the Report of the Select Committee on School Gymnastics; Mr Jardine, in the absence of Mr Hodson, in the Chair. After discussion the Committee of the whole rose to report a resolution in amendment to the Report of the Select Committee, which was adopted and is as follows

Resolved, "That the thanks of this Board are due to the Select Committee, and especially to its Chairman, Mr. Carrier, for the interest taken by them with regard to the introduction of gymnastic exercises into the City Schools, and while this Board regards favourably the recommendation of the said Committee, it does not feel warranted in carrying the same into present effect, there being no funds on hand for that purpose, but it recommends the subject to the favourable consideration of the Board of 1863, with the view of having a sum of money placed in the School estimates of that year for the purpose of carrying out the object reported on by the Select Committee"

The following is a copy of the Report of the Select Committee:

REPORT.

OF THE SELECT COMMITTEE APPOINTED TO ENQUIRE INTO AND REPORT UPON THE EXPEDIENCY OF INTRODUCING GYMNASTICS, INCLUDING MILITARY DRILL, INTO THE COMMON SCHOOLS OF THE CITY OF TORONTO.

To the Chairman and Board of School Trustees of the City of Toronto.

Your Committee, having had under their earnest and serious consideration the important resolution which called them as a committee into existence, beg to report thereupon as follows

We find that in the Normal School the Pupils who are there trained to become teachers, both male and female, are instructed in Calisthenics and Gymnastics, as a necessary part of the education which they are there qualified and expected to impart to the pupils of our Common Schools

We also find gymnasiums erected in the Model School in both the male and female departments, as well as in the Model Grammar School. When, therefore, we take into consideration that in these Schools, designed as the name implies for our imitation, physical culture is practically recognised as a necessary part of education, and when we also consider that the pupil teachers are instructed in it, the conclusion is to us unavoidable, that from the first its introduction into the Common Schools was contemplated as a component part of the system

But your Committee are less influenced by even these considerations than by the obvious fact, that no system of education can be perfect which so far disregards the rational requirements of our nature as to educate one set of faculties at the expense of another.

We conceive it to be the bounden duty of those who are called to preside over the formation of a nation's character in the education of its youth, to provide for the harmonious development of body and mind simultaneously. It is a well known physiological fact, that the tendency of prolonged mental abstraction, especially in the young, is to disturb the equilibrium and that reciprocal action between the brain and muscular system so necessary to the healthy condition of both. If, therefore, youth be allowed, much more if forced to persist in a course of severe mental labour, feebleness of body, imbecility and insanity, may be reasonably apprehended as the results. Nor is this the opinion of speculative theory, but a fact in the every day experience of medical superintendents of Insane Asylums and attested by our own Dr. Workman

It seems then that we must either abridge the studies in our Common Schools, in order to *lessen* the disturbance of the brain and muscular system, or else, by training the body and mind together,

develop the whole being in harmony with the laws of our existence.

In the age and country in which our lot is cast, our vocations being to build the foundations of a great Empire with one hand and to defend ourselves with the other; to develop the vast stores of wealth latent in mind and matter on every hand, all possible mental qualifications and *true manhood* are indispensable

In the opinion of your Committee therefore, there should be no lowering of standards in our Schools Nor do we deem it at all necessary, for experience has proved that much more intellectual work can be accomplished without detriment to the constitution, when attended with that scientific training which rational educators everywhere are now incorporating into their systems with so much success.

The friends of physical education entertain sanguine hopes that the Race may be greatly improved thereby

On this subject the eminent Superintendent of Public Schools of Boston says, "The principal remedy which I would suggest is the introduction into all grades of our Common Schools of a thorough system of physical training *as a part of the school culture*. Let part of the Schoool time of each day be devoted to practice of calisthenics and gymnastic exercises in which every pupil shall be required to participate. I fully agree with an able author who

has studied this subject, that a universal course of training of this kind, scientifically arranged and applied, in connection with obedience to other laws of health, would in one generation transform the inhabitants of this land from the low development now so extensive into the beautiful model of the highest form of Humanity."

Your Committee have to state that they were much gratified in their visit to the Model School at witnessing the gymnastic feats of the pupils, and the flexibility, self possession and noble bearing which those exercises are so well calculated to produce. And we were fully prepared to believe that the boys were capable of achieving twice the mental labour in the remaining hour of study which they could have accomplished in the absence of such renovating exercises.

The Park School was also visited, and we have much pleasure in testifying to the efficiency of the drill in Mr Anderson's Division. Mr A deserves much praise, and the boys, we think, deserve to be complimented by this Board for attention to their Master's instruction. Should this Board decide, as it is to be hoped they will, to introduce this with other necessary training into our Common Schools, and should their example be followed throughout the country, apprehensions of invasion would in a few short years become utterly groundless.

In viewing the subject of this report in its various aspects, your Committee deem it proper to state that

they have been strongly impressed with the following considerations, namely: We are bound in honour and justice to transmit this world to posterity better than we found it. That it is now pregnant with events of the gravest import none will attempt to deny, events to which we and our times have largely contributed; their manifestations and the forms they are to assume in the next generation we have not prescience to foretell. Enough however of their shadowy outline is presented to the contemplative mind to warrant the prediction that minds of no ordinary mould will be required to watch their birth and shape their growth, so as to compel them to minister to the general commonwealth and onward progression of the Race. If, then, whilst grateful to our predecessors for what we have received from them, we would earn the plaudits of the future, let us seek by every means in our power to make the present generation physically, mentally, and morally better than ourselves.

In order to carry out the above objects, your Committee would recommend this Board to appropriate $240.00, being $30.00 for each of the eight schools, for gymnasiums to be erected therein. This sum economically laid out would provide the means of physical culture on a limited scale for our present School population.

All of which is respectfully submitted,

(Signed) **WILLIAM CARRIER,**
Chairman.

3 HOLIDAYS DURING PROVINCIAL EXHIBITION.

The Committee on School Management, in their Report No. 6, adopted by the Board Sept. 17th, submitted: "That, taking into consideration the great probability of a very irregular attendance of pupils during the time of the Provincial Exhibition about to be held in this City, it would be better to close the Schools than have them badly attended; and they, therefore, recommend that the Exhibition week should be considered as a holiday by the pupils and teachers of the City Schools." The Schools were, therefore, closed for the week beginning on Monday, Sept. 22nd, and the holidays thus granted, together with the public holiday on Tuesday, Nov. 11th, on occasion of the attainment of his majority by His Royal Highness the Prince of Wales, explain the unusually small number of School days in the latter six months of the year.

4. EFFORT TOWARDS PROCURING REQUIRED STATISTICS.

On Sept. 17th Mr. Brent, in his place at the Board, gave notice "That he would, at the next meeting of the Board, move that the returns, as required by the 23rd Section, and the 17th clause of the 79th Section of the Common School Act, be furnished to the Chief Superintendent."

As Mr. Brent did not avail himself of any opportunity to bring up the above for discussion, the action of the Board thereupon must be considered as in abeyance.

5 CONTINUED BOUNTY OF JESSE KETCHUM, ESQ.

In his Report (No 11) the Local Superintendent stated "that on Tuesday, the 28th of October, he had the pleasure of distributing 350 copies of the New Testament, neatly bound in sheep, to pupils in the several Senior Divisions of the City Schools, who had not been previously supplied with copies for class reading on Monday mornings, such pupils being for the most part recently transferred to those Divisions from Second Divisions, in place of others who left the Schools during the summer holidays. At the same time eight Bibles were supplied to teachers who have been appointed during the current year, for the purpose of morning and afternoon reading in their respective School rooms. These Bibles and Testaments were the generous gift of Jesse Ketchum, Esq, through his agent, the Rev Dr. Richardson. Their value in money is forty dollars and sixty cents ($40 60) Mr Ketchum, either personally or through Dr Richardson, had also presented a large number of valuable little books to the pupils of both Departments of all the City Schools, with a view to their encouragement in learning and in the formation of good habits"

In view of Mr Ketchum's liberality as thus exemplified, it was, on the 19th of Nov, moved at the Board by Mr. Brent, seconded by Mr. Baxter, and resolved: "That the thanks of this Board be conveyed to Jesse Ketchum, Esq, for his valuable donation of Bibles and Testaments, as well as a large number of other books, to the pupils of the several City Schools; as per the Report of the Local Superintendent read this evening."

6. CIRCULAR FROM THE CHIEF SUPERINTENDENT OF EDUCATION.

The following is a copy of a circular addressed by the Rev. Dr Ryerson, Chief Superintendent of Education, to Boards of School Trustees in the Cities and Towns of Upper Canada. The circular was read at the Board on the 3rd of December, and was referred in ordinary course to the Standing Committee on School Management; but as, thus far, the Committee has not reported thereupon, the action of the Board in the matter remains in abeyance.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE,
TORONTO, *22nd Nov.*, 1862.

GENTLEMEN,

I beg to call your serious and earnest attention to the condition of those children in cities and towns who do not attend any school, public or private.

I had hoped that when the public Schools should be made free in our cities and towns, no person in them would be found to refuse or neglect availing themselves of such a privilege, facility, and inducement to educate their children. I confess the results of the trial have come short of my expectations. Very considerable numbers of children in these centres of population are growing up with no other education than a training in idleness, vagrancy and crime The existence of such a class in any community, is a public loss and danger, and ominous of future evil

It is perfectly clear, that making good Schools free to all does not secure the education of all.

I have, at different times, submitted three propositions or plans for the accomplishment of the object of free Schools in cities and towns. First,—That as the property of all is taxed for the Common School education of all, all should be compelled to allow their children the means of such education, at either public or private Schools. Or, secondly, that each municipality should be empowered to deal with the vagrancy of children of School age, or the neglect of their education, as a crime, subject to such penalties and such measures for its prevention, as each municipality, in its own discretion, might from time to time adopt. Or, thirdly, that the aid of religious benevolence should be invoked and encouraged to supplement the agency of our present School system.

Neither of the two former propositions having been entertained by the Government, to whom they were submitted, I proposed the last in a draft of bill, accompanied by an explanatory letter, last year The members of the Government before whom this measure was laid, retired from office before taking it into consideration, and I have not renewed it by submitting it to the present Government There is, therefore, now no proposition under the consideration of Government, in respect to children whose School education is wholly neglected

I beg, therefore, to solicit your practical attention to the subject, and shall be happy to receive and consider any suggestions you may think proper to offer, before bringing the subject again under the consideration of the Government

I have the honour to be,
Gentlemen,
Your obedient Servant,
(Signed,) E RYERSON,
Chief Superintendent.

7. COPY OF COMMUNICATION OF BRIGADE MAJOR, R. B. DENISON, ESQ.

The communication, of which the following is a copy, was read at the Board, on the 3rd of December, whereupon it was moved by Mr. Baxter, seconded by Mr. Spence, and resolved

" That the very kind offer of Brigade Major, R. B. Denison, be accepted, and that the Local Superintendent be instructed to arrange with Major Denison with regard to the time that will best suit the convenience of all parties."

BRIGADE OFFICE, ONTARIO BUILDINGS,
DEC. 3RD, 1862

To the Members of the Board of School Trustees.

GENTLEMEN,

Having been appointed Brigade Major, for the 10th Military District, (City of Toronto), it is my duty under the instructions issued from the Adjutant General's Office, to encourage Drilling, and the formation of Drill Associations in the District to which I have been appointed

I have the honour to request you will consider the propriety of allowing the larger Boys in the Common Schools, to be instructed in the rudiments of Drill for one hour in each week. I am of opinion that there can be no better method of encouraging a Military Spirit in the Country than by drilling the youth in their Schools; the Military ideas there imbibed would remain for life, and as they grow older, and become the proper age, they would, in almost every instance, volunteer into the regular organized corps.

I beg leave to request that the Board will consider the advantages of the system I propose, and if their views coincide with mine, that they will place the larger boys, in each of the Common Schools, under my orders, for one hour in each week, for the purpose of instructing them in elementary drill after the 1st of January, 1863

I have the honor to be,
Gentlemen, your most
Obedient Servant,
(Signed) ROBERT B DENISON,
Brigade Major

I have only further to observe that I see no little ground for rejoicing in the abandonment of the third expedient referred to in the circular of the Chief Superintendent of Education, a copy of which is furnished above. Whatever may be thought of compulsory education, or however municipalities may be empowered to deal with the vagrancy of children of school age, religious benevolence in the form of denominational organizations, is unhappily so easily transmuted into ecclesiastical rancour, that the invocation of its aid on behalf of popular education is not more likely to animate hope than to awaken alarm As accurate knowledge of the numbers of the uninstructed and unemployed children of school age in our cities and towns, and of the causes of their lamentable condition, does not yet exist The attainment of such knowledge is apparently the first desideratum When it shall be possessed, may it be wisely and beneficially employed!

Meanwhile our City Schools are doing a great and good work Nor are any children denied a partici-

pation of the advantages which they afford, who are assisted by unsectarian benevolence to attend them in a state of cleanliness and comfort. During several months of the past year from twenty to thirty children, inmates of the Boys' Home, have attended regularly at the John Street School.

These objects of broad Christian philanthrophy afford an example of what would probably be accomplished on a much larger scale, were the suggestions of Mr Meredith, quoted in the introductory part of this report, reduced to practice

All which is respectfully submitted
JAMES PORTER,
Local Superintendent.

Office of Local Superintendent of Public Schools,
Toronto, December 31st, 1862.

Submitted to the Board, January 21st, 1863, and referred to the Committee on School Management. Reported on by said Committee February 4th, 1863; and ordered by the Board to be printed for the information of the Ratepayers, February 18th, 1863.

APPENDIX I

TABLE A —

SCHOOL.	NAME OF TEACHER.	CERTIFICATE HELD.				
		Provincial.			Co. Board.	
		Class 1.	Class 2.	Register's No.	Class 1	Class 2.
Palace Street	Martin Gill				5	
	Mrs J. W. Henderson				1 C	
George Street	Richard Lewis				1 A	
	Miss C. S. Smyth				1 A	
	" M. J. Keown				1 B	
	" Amanda Richards		2 A	333		
	" Catharine Ryan		2 B	413		
	" Margaret E. Cummins		2 A	1320		
The Park	William Anderson				1 A	
	Miss A. E. Coyler				1 C	
	" Susan Hamilton		2 A	332		
	" Jamison Armstrong		2 C	662		
	" A. L. Armstrong		2 A	1318		
Victoria Street	William Spotton				1 C	
	Miss Georgina Round				1 B	
	" Elizabeth Kennedy		2	840		
	" Rebecca Thompson		2 A	858		
	" Agnes Hall		2 B	1124		
	" Phoebe S. Magee	1 C		982		
Louisa Street	Henry Browne				1 A	
	Samuel McAllister				1 A	
	Miss J. S. Morrison				1 B	
	Mrs. Elizabeth Mitchell				1 C	
	Miss M. A. Kennedy				1 B	
	" Agnes K. Beck	1 C		1118		
	" M. L. Garden		2 A	1034		
John Street	Thomas Kirkland				1 A	
	Miss M. A. Perris				1	
	" Mary Henderson				1	
	" Ellen J. Lloyd					2 A
Phoebe Street	Samuel Coyne				1 A	
	Mrs. M. E. Landry	1		7		
	Miss C. M. Churchill	1 B		844		
	Miss M. A. Churchill	1 C		828		
	Mrs. E. Lilly		2	237		
	Miss C. McLean				1 C	
Givins' Street	G. K. Mulligan				1 B	
	Mrs Jane O'Flaherty				1 A	
	Total					

TABLES

RESPECTING TEACHERS

ORIGINAL APPOINTMENT		Rate of Salary per annum	RELIGIOUS DENOMINATION	REMARKS.
		$		
Nov. 1	1856	520	Ch. of England	Trained by Ch. Ed. Society Ireland.
	1851	320	Baptist	Trained at Edinburgh Norm. School.
	1855	700	Congregational	Trained at Liverpool Training School.
	1854	400	Methodist	Certificate valid till Aug 27. Taught by permission, till end of year.
	1862	250	Ch. of England	Trained three Sessions [1850–1] at Normal School, U. C.
	1857	250	Methodist	
April 1	1859	200	Methodist	
Jan. 1,	1862	200	Methodist	
	1857	700	Methodist	
	1857	320	Ch. of England	
	1858	250	Presbyterian	
	1857	200	Methodist	
July 1	1861	200	Presbyterian	
	1850	700	Ch. of England	
	1856	400	Ch. of England	Trained in Training School, London, England.
	1855	250	Methodist	
Oct. 1	1860	250	Ch. of England	
July 1	18[illegible]	200	Presbyterian	
July 1	18[illegible]	200	Methodist	
Jan. 1,	1861	700	Ch. of England	
Nov. 1	1859	500	Ch. of England	
Dec. 1	1861	400	Ch. of England	
	1856	800	Methodist	Trained in Infant School System by Wilderspin, England.
	1853	250	Methodist	
July 1	1861	200	Baptist	
July 1	1861	200	Presbyterian	
April 1,	1862	700	Presbyterian	
	1857	320	Ch. of England	Trained at Homerton Training School, England.
	1856	250	Presbyterian	
Jan. 1,	1859	200	Presbyterian	Trained 22nd and 23rd Sessions, Normal School U. C.
	1850	700	Ch. of England	
	1858	400	Methodist	
	1857	250	Baptist	
	1852	250	Baptist	
Oct. 1,	1866	200	Brethren	
Oct. 1,	1862	200	Presbyterian	
June 23	1852	520	Presbyterian	
	1855	320	Baptist	
		$13370		

TABLE B

Number of Pupils entered on the Registers of the several Schools during the year 1862.

NAME OF SCHOOLS.	MALES.	FEMALES.	TOTAL.
Palace Street	122	124	230
George Street	622	339	961
The Park	287	242	529
Victoria Street	393	307	700
Louisa Street	832	360	1192
John Street	331	244	575
Phœbe Street	329	268	597
Givins Street	132	130	262
Total in all the Schools	2533	2372	4874

TABLE C.

Analysis of the Attendance at the several Schools.

NAME OF SCHOOL.	Less than 20 days		From 20 to 50.		From 50 to 100		From 100 to 150.		From 150 to 200.		From 200 to whole year		Combined Totals.
	M	F	M.	F	M.	F	M.	F.	M.	F	M.	F	
Palace Street	23	11	33	26	22	26	29	22	27	24	16	14	209
George Street	42	44	81	23	22	68	52	69	74	51	37	28	661
The Park	26	22	54	25	7	62	82	24	85	36	27	17	539
Victoria Street	21	66	65	66	79	97	72	79	96	26	26	24	700
Louisa Street	66	74	67	122	103	161	89	111	124	82	144	33	1193
John Street	54	27	42	51	21	60	52	44	22	66	24	7	575
Phœbe Street	29	47	87	35	72	94	69	62	72	53	14	26	597
Givins Street	14	10	20	15	44	98	16	17	26	20	14	13	236
	307	260	[illegible]	472	537	601	440	455	489	374	336	184	4890
Total in all the Schools	567		882		1138		895		863		520		4924

TABLE D

Average Registered Monthly Attendance and Average of Average Monthly Attendance.

1882	REGISTERED.			AVERAGE.		
	Males.	Females	Total.	Males	Females.	Total.
January	1324	1145	2469	1060	562	1818
February	1382	1195	2572	1133	941	2074
March	1447	1261	2728	1142	952	2094
April	1495	1381	2876	1209	1063	2205
May	1509	1457	2966	1180	1077	2257
June	1521	1228	3042	1143	1124	2227
July	1259	1406	2765	1098	1082	2133
September	1310	1424	2974	1235	1177	2408
October	1229	1467	2962	1206	1114	2320
November	1466	1447	2222	1171	1232	2259
December	1430	1231	2721	1133	997	2130
Divided by 11 months	15997	15060	31077	12366	11420	24086
	1454$\frac{4}{11}$	1370$\frac{2}{11}$	2825$\frac{2}{11}$	1124$\frac{2}{11}$	1038$\frac{2}{11}$	2189$\frac{7}{11}$

TABLE E.

Average Monthly Attendance in the respective Divisions of the several City Public Schools; namely First or Junior, Second or Intermediate, and Third or Senior, both Male and Female.

PALACE STREET SCHOOL.

	MALES.				FEMALES				Combined Totals.
	1	2	3	Total.	1	2	3	Total.	
January	22	20		66	25	29		54	122
February	43	23		71	24	33		67	138
March	41	29		63	34	32		61	106
April	38	34		72	43	31		73	145
May	32	27		22	43	30		70	130
June	23	31		54	33	24		57	121
July	43	34		77	33	23		53	129
September	48	42		27	40	31		71	161
October	48	37		85	33	33		72	157
November	45	39		84	37	34		71	155
December	40	37		77	35	23		66	143
	462	358		820	391	336		724	1544

TABLE E.—(*Continued.*)

GEORGE STREET SCHOOL.

	MALES.				FEMALES.				Combined Totals.
	1	2	3	Total.	1	2	3	Total.	
January	64	53	64	155	49	46	44	148	303
February	61	43	67	171	52	42	48	143	314
March	63	56	57	172	56	49	23	141	313
April	72	43	61	174	66	42	43	140	325
May	64	48	52	164	71	45	42	151	313
June	74	46	42	161	35	47	42	160	321
July	77	43	33	153	72	43	45	166	324
September	78	43	59	180	74	44	32	118	298
October	78	42	56	176	74	44	64	174	350
November	74	43	57	170	63	44	43	167	337
December	67	47	58	160	65	43	48	152	316
	742	522	574	1644	712	563	416	1727	3381

THE PARK SCHOOL.

	MALES.				FEMALES.				Combined Totals.
	1	2	3	Total.	1	2	3	Total.	
January	46	35	54	126	23	63		66	221
February	43	36	66	145	41	47	—	98	244
March	61	66	64	150	46	56	—	98	248
April	71	66	64	166	49	53	—	102	258
May	54	62	4	184	52	56	—	108	242
June	72	35	64	67	46	57	—	126	288
July	72	34	49	154	60	69	—	119	276
September	63	37	44	144	35	44	—	120	264
October	70	24	46	152	57	42	—	109	261
November	77	34	48	159	69	56	—	116	274
December	31	33	47	161	63	47	—	114	271
	734	322	341	1643	550	513	—	1190	2548

TABLE E.—(*Continued.*)

VICTORIA STREET SCHOOL

	Males				Females				Combined Totals
	1	2	3	Total	1	2	3	Total	
January	31	43	39	123	46	46	45	136	269
February	52	43	46	141	52	53	45	150	291
March	46	44	41	131	34	62	42	159	310
April	76	43	41	164	54	35	44	133	347
May	82	44	27	163	94	48	33	181	344
June	73	42	27	137	100	56	26	122	343
July	79	41	32	145	50	31	52	180	325
September	88	57	45	153	23	57	50	200	353
October	84	29	35	132	27	33	43	190	352
November	73	41	37	151	75	33	31	123	336
December	65	36	31	123	33	42	51	133	306
	721	485	421	1667	357	572	493	1222	3323

LOUISA STREET SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total.	1	2	3	Total.	
January	118	79	53	250	85	65	33	213	463
February	121	23	55	264	102	53	33	225	489
March	124	82	32	260	111	36	74	221	497
April	140	81	56	277	127	33	63	232	533
May	150	73	51	279	145	52	62	259	538
June	132	71	42	245	148	32	50	231	613
July	112	65	44	222	126	57	49	233	455
September	144	72	52	273	164	73	63	292	567
October	140	76	63	278	153	52	35	274	550
November	123	78	64	265	144	62	67	263	528
December	112	72	57	247	118	53	53	224	471
	1449	848	583	2873	1438	706	551	2735	5611

TABLE E.—(*Continued.*)

JOHN STREET SCHOOL.

	Males.				Females				Combined Totals
	1	2	6	Total.	1	6	2	Total.	
January	31	41	51	123	35	44	—	79	198
February	27	42	46	135	34	31	—	62	228
March	35	42	50	122	33	53	—	86	218
April	29	64	48	141	43	36	—	52	237
May	36	47	50	163	42	46	—	97	220
June	42	45	42	166	51	43	—	94	226
July	36	43	38	122	45	37	—	62	202
September	42	62	42	140	36	47	—	86	226
October	42	27	48	148	34	45	—	72	327
November	40	47	42	133	41	46	—	87	220
December	44	22	45	142	66	37	—	75	212
	492	551	526	1482	424	501	—	935	2417

PHŒBE STREET SCHOOL.

	Males.				Females.				Combined Totals
	1	6	2	Total.	1	2	2	Total	
January	43	41	47	131	42	28	37	112	243
February	46	46	49	141	66	31	41	130	271
March	46	44	61	144	56	24	45	152	276
April	37	55	50	166	70	34	44	142	310
May	31	48	47	162	77	34	45	164	210
June	67	43	47	157	61	37	44	[illegible]	329
July	23	44	42	147	71	37	42	130	267
September	75	46	60	167	33	42	46	172	343
October	67	46	43	158	77	35	40	161	314
November	71	43	41	154	72	37	47	162	310
December	49	46	41	153	44	35	46	142	226
	562	461	513	1665	775	292	481	1492	3300

TABLE E.—(*Continued.*)

GIVINS STREET SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total	1	2	3	Total	
January	17	39	—	56	11	29	—	40	96
February	19	38	—	57	21	19	—	40	97
March	20	38	—	58	19	23	—	42	100
April	23	38	—	61	20	29	—	49	110
May	26	32	—	58	22	32	—	54	112
June	34	32	—	66	40	22	—	62	128
July	34	27	—	61	39	20	—	59	120
September	35	29	—	64	26	29	—	55	119
October	25	31	—	56	26	20	—	46	102
November	24	31	—	55	18	29	—	47	102
December	22	35	—	57	19	30	—	49	106
	279	365	—	644	227	325	—	552	1196

RECAPITULATION

Being the Average of Average Monthly Attendance in the respective Divisions of the Schools, namely, the First or Junior, the Second or Intermediate, and the Third or Senior, both Male and Female.

Name of School.	Males.				Females.				Combined Totals.
	1	2	3	Total	1	2	3	Total	
Palace Street	452	388		840	391	333		724	1564
George Street	752	528	574	1854	512	600	615	1727	3581
The Park	734	352	341	1454	580	610		1190	2646
Victoria Street	721	465	421	1607	257	972	493	1722	3329
Louisa Street	1443	843	290	2576	1438	706	591	2735	5311
John Street	428	411	623	1462	434	501		935	2397
Phoebe Street	563	491	611	1665	772	402	481	1655	3320
Givins Street	279	365		644	227	325		552	1196
Divided by 11 months	5542	3964	3160	12666	5411	3929	2080	11420	24086
Average	503$\frac{9}{11}$	360$\frac{4}{11}$	287$\frac{3}{11}$	1151$\frac{5}{11}$	491$\frac{10}{11}$	357$\frac{2}{11}$	189$\frac{1}{11}$	1038$\frac{2}{11}$	2189$\frac{7}{11}$

TABLE F

NUMBER OF PUPILS INSTRUCTED IN THE FOLLOWING SUBJECTS :—

NAME OF SCHOOL.	First Book.	Second Book.	Third Book.	Fourth Book.	Fifth Book.	Arithmetic.	Grammar.	General Geography	Canadian Geography	History	Writing	Book-keeping.	Mensuration.	Algebra.	Geometry	Natural Philosophy	Vocal Music.	Linear Drawing	Needlework
PALACE STREET—																			
Males	61	63	31	26	21	168	78	169	76	75	197	7	...	1	16	21			136
Females	38	27	23	10	14	128	50	124	30	30	128		...	...	...	...	...	33	
Total	99	90	54	36	35	296	128	293	105	106	325	7		1	16	21		33	126
GEORGE STREET—																			
Males	109	72	78	67	30	323	213	328	108	108	328	2	6	16	20	22			
Females	56	92	88	56	50	247	185	148	102	165	136			...	...	...	333	...	188
Total	168	164	166	118	80	570	398	476	208	261	313	2	6	12	20	22	333	...	188
THE PARK—																			
Males	88	46	66	61	49	194	116	294	97	119	128	7	6	10	18	22	...	...	
Females	80	65	80	31	26	242	97	87	89	76	97	...		...			...	...	242
Total	170	111	95	82	75	432	213	381	187	196	225	7	6	16	16	22	...		242

VICTORIA STREET—																			
Males	50	85	80	56	28	333	154	354	84	154	164			4	12	—			
Females	105	92	96	51	20	367	173	387	90	170	173	—	—				170	30	170
Total	125	181	176	137	48	700	354	700	174	344	354		—	4	12	—	170	30	170
LOUISA STREET—																			
Males	145	201	144	40	37	338	357	408	116	155	257	—	32	35	31				
Females	203	133	133	38	30	357	313	390	346	191	213								154
Total	348	339	277	132	67	723	470	288	462	351	470	—	32	39	31				154
JANE STREET—																			
Males	78	25	95	30	31	218	153	316	133	167	189	20	16	10	31			70	
Females	54	40	90	43	45	210	140	242	140	140	140				—		244	4	244
Total	132	65	185	73	106	428	303	553	253	302	328	20	10	16	21		244	74	244
PHOEBE STREET—																			
Males	82	60	76	76	33	243	185	429	183	183	183		6	13	13	—	—	—	
Females	116	73	43	35	38	368	174	338	174	118	174	—	—	7	3				141
Total	202	183	123	130	61	611	357	697	357	289	357		6	20	16				141
GIVINS STREET—																			
Males	44	53	21	17	13	133	73	133	22	32	79	4	6	6	6	16			
Females	15	31	30	15	13	74	88	38	33	39	57						103	25	32
Total	58	84	51	32	37	207	132	321	130	71	133	4	6	5	5	13	153	25	64
General Totals	1829	1157	1095	723	383	2975	3333	3333	1758	1892	2396	40	73	53	140	116	856	159	1928

TABLE G.

SCHOOL LIBRARIES.

Name of School.	No. of Vols. in Library			No. taken out during the Year.		
	Male Depart't	Female Depart't.	Total.	Male Depart't.	Female Depart't.	Total.
Palace Street	191		191	487	341	828
George Street	230	210	440	1596	652	2248
The Park	283	145	398	477	531	1008
Victoria Street	193	153	346	194	150	349
Louisa Street	214	197	411	758	1166	1924
John Street	290	191	481	851	660	1511
Phœbe Street	200	144	344	244	1213	1457
Givens' Street	150		150	430	375	733
Total	1851	990	2841	5156	5029	10185

N B.—The Palace Street and Givens' Street School Libraries, though kept in the rooms occupied by the Male Departments of those Schools are accessible to the elder pupils of both the Male and Female Departments.

TABLE H.

Comparative Statement of the City Schools, under specific headings, from 1844 to 1862, both inclusive.

Year	City Population.	Average Registered Attendance	Average Daily Attendance	Number of Teachers.	Average number of Pupils to each Teacher	Total cost of Maintaining the Schools.	Cost p. Child p. ann. on basis of Registered Attendance.	Cost p. Child p. ann. on basis Average Daily Attendance.
1844	18500		1194	12	100	4½ months £1817		$9 00
1845	15700		1106	12	92	12 " 1631		7 00
1846	20563		1212	13	91	12 " 2311		6 00
1847	31754		1265	13	97	12 " 1871		6 00
1848	23503		1401	13	110	½ year 917		5 00
1849	24126		1585	13	102	½ " 917		5 00
1850	26766		1233	13	91	12 months 1686		6 36
1851	30162	1842	1360	16	85	12 " 2400	$5 80	7 20
1852	35000	1672	1346	16	84	12 " 3358	8 40	7 40
1853	40000	1886	1403	20	70	12 " 3315	7 00	8 03
1854	31500	1911	1459	21	69	12 " 4170	8 50	11 40
1855	42500	2066	1570	31	60	12 " 5213	10 60	13 00
1856	43250	2316	1747	32	55	12 " 5545	10 00	12 30
1857	45000	2480	1843	36	53	12 " 6054	10 00	12 00
1858	47500	2522	1957	36	53	12 " 5399	9 53	12 30
1859	46000	2743	2150	35	60	12 " 5303	6 20	11 73
1860	45000	2540	2210	39	56	16 " 5311	8 16	11 53
1861	44744	2500	6180	36	57	12 " 6410	9 16	11 75
1862	45000	2525	2153	38	57	12 " 6651	6 94	11 43

APPENDIX II

A.

Examination papers at the Combined Examination, July 21st 1882

In the first or junior and in the second or intermediate Division, the examination was entirely oral, with the exception of one paper namely that on Arithmetic, in the second or intermediate Division.

In the third or senior Division, the examination was conducted altogether in writing reading of course, excepted.

ARITHMETIC

2nd Division.

1 What are numeration and notation?

2. Of what use is the character 0?

3 Write in figures,—ninety billions two hundred and seven millions and thirty three.

4. Express the following in the Arabic notation, MCDXIX.

5. Explain what you mean by the words—product, factor quotient, dividend.

6. Reduce £32 15s 7½d to dollars and cents

7 Reduce 7 oz. 5 dr 2 scr 12 grains, to grains.

8. Reduce 1,000 000 inches to miles, &c.

9 What is compound addition?

10. What will be the weight of 208 silver spoons, each weighing 2 oz 2 dwt. 21 grains.

NOVEMBER.

NAME OF SCHOOL.	MALES.				FEMALES.				Combined Total
	D 1	2.	3	Total.	D 1	2.	3.	Total	
Palace Street	40	40		80	34	34		68	148
George Street	84	41	67	192	70	69	45	184	354
The Park	67	32	47	146	69	53		122	268
Victoria Street	106	50	43	199	94	48	46	188	387
Louisa Street	160	87	53	300	147	54	91	292	592
John Street	27	39	64	130	60	50		110	240
Phoebe Street	92	48	40	180	81	50	55	186	366
Givins Street	24	27		51	26	33		59	110
Total	600	379	294	1288	382	385	127	1184	2432
November 1882	506	358	289	1171	378	362	208	1088	2259
Differences, the totals being in favour of 1883	93	+21	+11	—97	64	+23	−11	—78	173

DECEMBER.

NAME OF SCHOOL.	MALES.				FEMALES.				Combined Total
	D 1.	2.	3.	Total.	D. 1	2.	3	Total	
Palace Street	38	38		76	35	25		60	136
George Street	38	99	25	162	62	42	45	149	311
The Park	36	31	97	164	84	20		104	268
Victoria Street	78	37	50	165	37	65	58	160	325
Lower Street	144	88	53	285	118	52	50	220	505
John Street	45	35	31	111	69	22		91	202
Phoebe Street	74	46	40	160	63	26	52	141	301
Givins Street	19	26		45	24	31		55	100
Totals	500	383	297	1140	462	302	139	898	2138
December 1882	500	322	277	1150	457	343	128	897	2139
Differences, the totals being in favour of 1883		−8	+10	— 7	5	+1	−9	— 1	8

TABLE F

GEOGRAPHY

3rd Division

1. What is the Ecliptic, and why so called?

2. Which diameter of the earth is the greater and why?

3. Name the greatest degrees of Latitude and Longitude?

4. What places have neither Latitude nor Longitude? Why?

5. Distinguish between the *sensible* and *rational* horizon

6. At what parallels of Latitude, North and South, are the the Sun's rays never vertical?

7. Name the *Second Rate* Powers of Europe, with their Capitals.

8. Give the names of the three great Table Lands of South America, with their approximate elevations.

9. Mention the two largest Lakes and Rivers of Europe, and trace the Danube from its source to its mouths, naming the most important cities on its banks.

10. Give the subdivisions of British North America, with their Capitals

11. Name the principal Rivers of Africa and trace their course also the principal Islands on its Eastern and Western coasts

12. Mention the principal Rivers of England, the Mountain ranges of Scotland, and Lakes of Ireland, naming the highest Mountain in the British Islands.

HISTORY

3rd Division

1. Name the *last* Judge and the *first* King of Israel

2. State briefly the circumstances that led to the division of the Israelites into two kingdoms, giving the names of the two first kings of each house after the separation

3. Who commanded the Greeks at the Battle of Platæa, and what naval victory was gained by the Grecian fleet on the same day? Give the date.

4. Give the names (with dates) of the battles which terminated respectively the supremacy of Athens and Sparta in Greece.

5. Give the names of the Kings of Rome in the order of succession.

6. Who formed the first and second Triumvirates?

7. Give the name and date of the battle which established Philip's supremacy in Greece.

8. Name the four successive battles in which Hannibal defeated the Romans; with dates

9. Who were the Pretenders to the English Crown in the reign of Henry VII., and state briefly their presumptive claims?

10. Give a Summary of the chief events in the reign of Elizabeth

11. What circumstances contributed to the restoration of Charles II.

12. State the two most important events in the reign of George III.

13. Who was the first Governor of Canada?

14. When was Quebec founded, and by whom?

15. State briefly what led to its capitulation

ALGEBRA.

3rd Division

1 Define the terms—like quantities, co-efficient, factor exponent.

2. Explain transposition, and show upon what principles the operation depends.

3. What are the cases of addition? Give rules applicable to each case.

4. Simplify $\left\{(2c - 3a + 2b) - (2b - 2c + a)\right\} - \left\{5a - (-2a - b) + (6c - 5b)\right\}$

5. Divide $x^4 + x^3y - xy^3 - y^4$ by $x^2 - y^2$

6. Find the greatest common measure of $9x^2y + 24xy^2 + 7y^3$ and $21x^3 + 58x^2y + 21xy^2$

7. Solve the equation $\cdot75x +$ [illegible] $= \cdot5x +$ [illegible]

Also, $\frac{7x - 13\frac{1}{2}}{11} - \frac{2}{3}\left(\frac{x - 13}{7}\right) = \frac{15}{14}\left(x - 1\right)$

8. A wishes to pay B the sum of £12. A has only moidores, (each worth 27 shillings) B has only guineas, and 12 pieces pass between them; required the number of each

GEOMETRY.

3rd Division

1. Prove that any two sides of a triangle are together greater than the third side

2. Prove that if, in any triangle the square of one side be equal to the sum of the squares of the other two, the angle included between those two is right.

3. Prove that, if a line be cut equally and unequally the sum of the squares of the unequal parts will equal twice the square of the half line, together with twice the square of the line intercepted between the points of section.

4. Divide a line so that the rectangle under the whole line and one part shall be equal to the square of the other part

MENSURATION

3rd Division.

1. A figure, whose shape is a trapezium, has the diagonal 6230 links, the perpendicular to the north angle 1120 links, that to the south angle 2123 links; required the area.
2. Find by duodecimals the number of yards of carpeting, 2 feet 3 inches wide, it will take to cover a floor, the length of which is 42 feet 7 inches, and the breadth 25 feet 8 inches.

3. Required the length of a cord fastened to a stake at one end and to a cow's horns at the other to allow her to graze on an acre of grass, and no more

4. Required the solid content of an obelisk in the shape of a frustrum of a square pyramid height 22 feet, side of base, 7 feet 3 inches, side of summit, 5 feet 8 inches, also the weight of stone it would take to build it, assuming a cubic foot of stone to weigh 162 pounds.

B.

Lists of pupils to whom were awarded Scholarships, Prizes and Certificates of Honour as the result of the Combined Examination arranged in the order of merit.

I Boys of the third (or senior) Division to whom Scholarships were awarded.

Have held Scholarships for two years.	1 Daniel Ryrie. 2 Richard Lewis.	Extended for one year
	3. William Wagner	Louisa Street School
	4. William H Coulter	George do
	5. William Carder	The Park School.
	6. William Lumsden	George Street School
	7 James Leatch	do. do.

II. Girls of the third (or senior) Division, to whom Prizes were awarded

1 Rebecca Jones	Phœbe Street School.
2. Henrietta Lees	George do.
3 Kate Lawson	do. do.
4. Jane Sutherland	Phœbe do.
5. Margaret J. Foster	Louisa do

III Boys and girls of the third (or senior) Division, to whom Certificates of Honour were awarded

BOYS.

1 Thomas Gibson	Louisa Street School.
2. James Turner	John do.
3. James Jardine	Louisa do.

GIRLS.

1 Annie Sutherland	Phœbe Street School.
2. Mary A. Beatty	George do.

IV Pupils of the second (or senior) Division of the Female Departments of the Park and John Street Schools. There are no intermediate Divisions in these two Departments, and the pupils were examined as against each other in third Division work.

One Prize was awarded, namely, to

Margaret Constable	John Street School.

V Pupils of the above named Division to whom Certificates of Honour were awarded.

1 Mary Ross		John Street School.
2. Jane Ryrie	Equal	The Park School.
2. Sarah Long.	Equal	John Street School.

VI. Pupils of the second (or intermediate) Division to whom Prizes were awarded.

1	William Cook		The Park School
2	Joseph Oliver	Equal	do. do.
2	Sarah E. Beattie		Victoria Street School
3	Elizabeth M. How		do. do.
4	Charles H. Bailey		Louisa do.
5	Fanny Coffin		Phoebe do.
6	William J. McCormick		The Park School
7	John Taylor	Equal	Victoria Street School.
7	James Carruthers		do. do.

VII. Pupils of second (or intermediate) Division to whom Certificates of Honour were awarded.

1	William Dover		Victoria Street School
2	John Higginbotham		Louisa do.
3	James Gorrie	Equal	do. do.
3	Martha Coffin		Phoebe do.

VIII. Pupils of second (or senior) Division of Palace and Givins Street Schools, examined against each other to whom Prizes were awarded

1	Martha Brock	Givins' Street School.
2.	James Christie	do. do.
3.	John Treloar	Palace do.
4	Alice Hornby	Givins' do.

IX. Pupils of second (or senior) Division of Palace and Givins' Street Schools, to whom Certificates of Honour were awarded.

1.	William S. Gill	Palace Street School.
2	John Frazer	Givins do.
3.	Sarah Jolley	do. do.

X. Pupils of first (or junior) Division, to whom Prizes were awarded.

1	John Kane	The Park School
2.	Thomas Wilson	Louisa Street School.
3.	John Ward	The Park do
4.	Frank Bowden	do. do
5	Elizabeth Hammell	Phoebe Street do.
6.	Isabella Fortune	Victoria do. do.
7	Helen Ritchie	The Park School
8.	Matilda Scarlett	Phoebe Street School
9	John Bright	George do.

XI. Pupils of first (or junior) Division, to whom Certificates of Honour were awarded.

1	Mary Ann McMorin	Victoria Street School.
2	William Goldsmith	do. do.
3	Matilda Roddy	The Park School.

XII. Pupils of first (or junior) Division of Palace and Givins-Street Schools examined against each other to whom Prizes were awarded.

1	Anne Whaling		Givins' Street School.
2	Kate Woodhouse	Equal	do. do.
2	Catharine McClellan	Equal	do. do.

XIII. Pupils of first (or junior) Division of Palace and Givins Street Schools, to whom Certificates of Honour were awarded.

1	Henry Gill	Palace Street School.
2	William J. Barnes	do. do.

C.

Summary of Certificates of Honour for regularity and punctuality of attendance, &c. granted to pupils in the several Public Schools at the Summer Examination.

NAME OF SCHOOL.	MALES.	FEMALES.	TOTAL.
Palace Street	17	14	31
George Street	6	38	44
The Park	16	25	41
Victoria Street	18	13	31
Louisa Street	21	16	37
John Street	21	5	26
Phœbe Street	9	14	23
Givins Street	6	6	12
Total	114	133	247

D.

Summary of Certificates of Honour for regularity and punctuality of attendance &c. granted to pupils in the several Public Schools at the Winter Examinations.

NAME OF SCHOOL.	MALES.	FEMALES.	TOTAL.
Palace Street	5	18	23
George Street	35	75	110
The Park	33	34	67
Victoria Street	15	41	56
Louisa Street	40	41	81
John Street	39	37	76
Phœbe Street	25	29	54
Givins' Street	8	14	22
Total	224	268	492

E.

Standard for the attainments of the pupils in the respective Divisions of the City Public Schools, having especial reference to the transfer of pupils from a lower to a higher Division, and to the periodical Combined Examination of selected pupils.

I.—Reading and Spelling.

Division 1.—1st and 2nd National Reader.
" 2.—Sequel to 2nd and 3rd National Reader.
" 3.—4th and 5th National Reader.
Sullivan's Spelling Book Superseded.

N.B.—Pupils in 3rd Division to be exercised in Spelling by means of Dictation.

II.—Writing.

Division 1.—Pupils in 2nd Reader to write on slates, to the extent of combining three letters, without capitals.
Division 2.—A plain text hand, including capitals and figures.
" 3.—A good commercial hand.

III.—Arithmetic.

Division 1.—Notation and Numeration, to nine places of figures. Simple Addition and Subtraction. The Multiplication Table. Simple Multiplication as far as by 12, and Simple Division, Long Division excepted.
Division 2.—Sangster's Elementary Arithmetic to page 80 inclusive.
" 3.—The remainder of Sangster's Elementary Arithmetic.

IV.—ENGLISH GRAMMAR

Division 2.—Lennie's Grammar, to end of Etymology (page 52 inclusive.) The parsing of simple sentences.

Division 3.—Lennie's Grammar, to the end of Syntax (page 164 inclusive.) The parsing of simple and compound sentences. Analysis of sentences, to be communicated by Teachers, according to Morell.

V.—GEOGRAPHY

Division 1.—General definitions illustrated by Map of the World.

" 2.—In addition to the foregoing, an acquaintance with the maps of Europe, Asia, Africa, and America, to the extent of the countries they contain, their capitals, and their principal rivers, lakes, and mountains; also, Johnston's Map of the British North American Provinces, their chief cities, and their principal rivers, lakes and mountains.

Division 3.—General definitions and outlines, according to Sullivan's Introduction; also, outlines of the Geography of British North America, illustrated by Johnston's map.

VI.—HISTORY

Division 2.—Edwards' Summary of English History, to page 40 (the Houses of York and Lancaster) inclusive.

Division 3.—Ancient and Modern History, in alternate years, according to the 5th National Reader. Edwards' Summary of English History, from page 41 inclusive to the end. Outlines of the History of British North America, to be communicated by Teachers, according to Boyd.

VII.—MENSURATION

Divisions 3.—Text Book, National Treatise. The whole of Sections 1st and 2nd. Section 3rd (Conic Sections) omitted. Section 4th to Problem 13 inclusive. Also, from page 144 to 164, on "Artificer's Work."

VIII.—ALGEBRA.

Division 3.—Colenso's Algebra, to Simple Equations, inclusive.

IX.—GEOMETRY

Division 3.—1st and 2nd Book of Euclid.

N.B.—The study of subjects VII., VIII., and IX. is optional, but credit will be given at the Combined Examination for proficiency in them, which will be taken into account in the award of Grammar School Scholarships.

X.—Instead of the last named three subjects, or in addition to them, Book-keeping may be taken by any senior pupil, at the wish of his parent or guardian. The National Book-keeping to be used for this purpose.

Vocal Music and Drawing are to be regarded rather as School recreations than as School work to be required.

JAMES PORTER.
Local Superintendent

Sanctioned by "Board of School Trustees"
as Revised and Amended, Oct. 11th, 1861

F

Books, &c., required for the use of Pupils in the respective Divisions of the Public Schools of the City of Toronto.

FIRST DIVISION

1st National Reader
2nd National Reader
A Slate.

SECOND DIVISION.

Sequel to 2nd National Reader
3rd National Reader
A Slate
A Copy Book,
Sangster's Elementary Arithmetic
Lennie's English Grammar
Edwards' Summary of English History

THIRD DIVISION

4th National Reader
5th National Reader
Sullivan's Spelling-Book Superseded.
A Slate.
A Copy Book.
Sangster's *Elementary* Arithmetic.
Lennie's English Grammar
Sullivan's Introduction to Geography
Edwards' Summary of English History

FOR PUPILS IN MATHEMATICS.

National Treatise on Mensuration.
Colenso's Algebra.
Euclid's Elements.

FOR PUPILS IN BOOK KEEPING.

The National Book-keeping.

JAMES PORTER.
Local Superintendent.

Sanctioned by Board of School Trustees,
October 11th, 1861

APPENDIX III.

Secretary's Abstract Statement of the Estimated cost of maintaining the City Schools, for the year 1863

1. Annual Interest, at 6 per cent. on permanent Investment of say $53,000 for the 8 School sites, Buildings and School furniture, &c.	$3 220 00
2. Annual Estimate as the average expense of dilapidations, repairs to buildings, &c	1 150 00
3. Salaries of Superintendent, Secretary, and 28 Teachers, payments to Auditors and Examiners, and allowances to 9 Caretakers (8 schools and 1 office)	18,560 00
4. Rents and taxes	320 00
5. Election expenses	80 00
6. Coal, Wood, and cutting wood (winter 1861 62)	1 200 00
7. Insurances on 8 School Buildings, Furniture, &c	333 00
8. Maps, Object lessons, Pens, Ink and Stationery for the schools and Stationery for the Board and the Offices	250 00
9. Printing and Advertising	275 00
10. Miscellaneous expenses	300 00
	$25,047 00

APPENDIX IV

Annual Statement of Receipts and Expenditure for Common School purposes, City of Toronto, for the year 1862. Published by the Board of School Trustees for said City, as required by Statute.

INCOME FOR 1862

Balance over from 1861 as per last published statement	$4,496 61
Legislative Appropriation for 1862	6,566 00
Municipal Assessment for 1862 (nett)	66,200 00
Total Income for 1862	$81,066 61

EXPENDITURE FOR 1862

1. Salaries for the year namely		
20 regular teachers in the male department of the several schools	$8,080 00	
18 regular teachers, female department	5,209 16	
Occasional teachers	186 84	
		$13,476 00
Caretakers, schools and offices		642 00
Local Superintendent (Rev J Porter)		1,200 00
Secretary (G A Barber)		600 00
3 Examiners $40, 6 Auditors $20		60 00
		$15,964 66
2. Rents for the year namely		
Board room, on account	$57 66	
The 2 Offices, on account	100 00	
Taxes, 1862	20 00	
Sewer rate, George Street School	12 50	
		201 04
3. Interest on School Mortgages, viz		
Louisa Street School	$40 00	
John Street School	60 00	
		100 00
4. Insurances on School Premises and Furniture, viz		
Western Company	$48 75	
British America	167 50	
Royal (London and Liverpool)	62 50	
		406 75
5. Fuel for the Schools and Offices, viz		
Coal	$476 16	
Cutting wood	160 80	
		636 96
Carried forward		$17,318 70

Brought forward		$17 219 70
6. Printing, Advertising, Stationery, &c.		
H. Rowsell & Co., printing Report	$64 10	
Dustin Brothers, Pens, &c	58 79	
H. Rowsell, on account, Stationery	128 00	
Globe, on account, Advertising	30 00	
Education Department, Maps, Prizes, &c	24 98	
		311 87
7. Repairs to Schools, and taking down stoves and pipes, viz		
A. Greenlees, balance account, 1861	$419 40	
Boxall Brothers (Stoves, &c.)	94 87	
Faircloth (Painting and Glazing)	63 10	
Sundry persons	57 60	
		634 97
8. Miscellaneous Expenditure, viz		
Election, School Trustees	$79 00	
Sweeping chimneys	4 66	
New wheelbarrows	23 15	
New picks	11 00	
Water pails	9 00	
Postages and stamps	31 40	
Gas account, $2 60; Telegrams, $1 25	3 85	
Chalk for schools	4 68	
Sundry small disbursements	7 40	
Cab hire	37 65	
		196 45
9. School Debentures and Interest		6,400 00
Total expenditure, 1862		24,769 06
Balance to December, 1862		6,697 00
		$31,456 81

Toronto, January, 1863.

The undersigned have compared, and checked the above statement of income and expenditure, with the corresponding vouchers therefor; and certify the same to be correct.

(Signed,)

Samuel Spreull, } Auditors.
Wm. R. Orr, }

ANNUAL REPORTS
OF THE
TORONTO
PUBLIC SCHOOL
BOARD

1859-66

UNIV. OF
TOR

FOURTH ANNUAL REPORT

OF THE

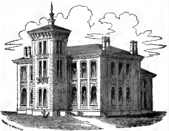
LOCAL SUPERINTENDENT

OF THE

Public Schools of the City of Toronto,

FOR THE

YEAR ENDING DECEMBER 31st, 1862.



TORONTO
LOVELL AND GIBSON, PRINTERS, YONGE STREET.

1863.

EXTRACT FROM "DUTIES OF LOCAL SUPERINTENDENT," AS DEFINED BY THE BOARD OF SCHOOL TRUSTEES FOR 1858.

"To make an Annual Report, and submit the same to the Board, at such time as the Board may appoint, in each year, recording the position of the Schools, in regard to statistics, cost, system of teaching, examinations, and such other matters as may be usefully discussed and recorded."

Members of the Board of School Trustees,

FOR THE YEAR 1862.

Ward of St. Lawrence
J G BEARD, Esq., *Chairman*, | WILLIAM DOWZARD, Esq

Ward of St David.
E. COATSWORTH, Esq | WILLIAM CARRIER, Esq

Ward of St. James
THOMAS HENNING, Esq | J. W. BRENT, Esq

Ward of St. John.
JOHN GREENLEES, Esq | A. JARDINE, Esq

Ward of St. Andrew
WILLIAM HODSON, Esq | ROBERT ARMSTRONG, Esq

Ward of St. George
Hon J McMURRICH. | JOHN STUART, Esq

Ward of St Patrick
JOHN BAXTER, Esq | JOHN SPENCE, Esq

STANDING COMMITTEES.

I. On Finance Assessment, and Salaries
Messrs. McMURRICH, COATSWORTH, SPENCE, ARMSRONG

II. On School Management
Messrs HENNING, GREENLEES, BAXTER, BRENT, STUART

III. On Sites and Buildings
Messrs. JARDINE DOWZARD, HODSON, CARRIER.

N B.—The Chairman of the Board is, *ex officio*, a member of all Standing Committees.

Officers of the Board for 1862
G. A. BARBER, Esq., Secretary
Rev. JAMES PORTER, Local Superintendent

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ANNUAL REPORT.

OF THE

LOCAL SUPERINTENDENT

OF

PUBLIC SCHOOLS.

TO THE CHAIRMAN AND MEMBERS OF THE BOARD OF TRUSTEES OF THE PUBLIC SCHOOLS OF THE CITY OF TORONTO.

GENTLEMEN,—I have the honour to submit to you the following Report on the condition of the Public Schools of this city, for the year 1862.

The statistics of the City Schools herein recorded very nearly resemble those of 1861, nor do they widely differ from those of either 1860 or 1859. Knowing that every effort is made by the Board, and by those in its employ, to render the working of the schools as efficient as possible, I am constrained to conclude that their usefulness, as they are at present organized and located, cannot be very greatly increased. Yet surely it is exceedingly desirable as a matter of benevolence, and obviously expedient, as a matter of enlightened municipal economy, that the uninstructed and unemployed children of school age in this city, be they few or many, should become the subjects of school discipline and teaching, rather than continue, as they are, the occasion of painful anxiety to philanthropists, legislators, and all the friends of social order.

Probably, little can be done on their behalf, until their numbers and the causes of their non-attendance at School are more accurately known. In order to the attainment of such knowledge, a special annual or frequent census seems indispensably necessary. The information which would result from such a census is asked year after year by the Chief Superintendent of Education, from all local school authorities. They, however, have no power to compel parents or guardians to communicate the facts required, though much, it is not unlikely, could be done towards the collection of such facts by a proper combination of courtesy and skill. Here, then, this important matter at present stands.

It will be seen in a subsequent portion of this Report, under the heading "Special Matters worthy of Record," that a renewed endeavour towards procuring the important statistics referred to has been purposed and may yet succeed. Meanwhile I feel it to be alike a duty and a pleasure to solicit attention to the following extracts from the Separate Report of E. A. Meredith, Esq., Prison Inspector for the year 1861, relating to Homes or Houses of Refuge for destitute and neglected children. Speaking of the "Necessity of Homes" and "the classes of children for whose benefit they are more particularly intended," Mr. Meredith observes: "Canada boasts, and with reason, of the liberal provision which she makes for the education of her sons. She offers to all her children a good education, and offers it to them free of charge. But yet it cannot be denied that a large proportion of the juvenile population, and especially of that class of the juvenile population who, from their circumstances and position in life, most stand in need of training and education, derive no benefit whatever from our admirable school system. It is, indeed, a matter of common remark that, in our large cities particularly, a great proportion of the children of the lower classes are utterly destitute and neglected, and grow up in our midst without receiving any education or training to fit them to act their part in life as honest and useful citizens.

The existence of this large and unfortunate class of the community is wholly ignored by society, until the wretched victims of neglect and cruelty present themselves before our magistrates, and become in due course the inmates of our jails and penitentiaries.

But imprisonment in jail tends only to complete the ruin of the unfortunate child. So far from checking the growth of juvenile crime, the imprisonment of the young in jail is, in fact, itself a fruitful source of crime. The indiscriminate herding together of the young and comparatively innocent with old and hardened criminals in our common

jails, has here, as elsewhere, produced in too many cases its natural fruit,—the utter degradation and permanent ruin of the more youthful and innocent prisoners. We, in Canada, cannot indeed escape the conviction that we have been systematically manufacturing criminals in our jails, and that hitherto our prisons, instead of being reformatory institutions, have been simply nurseries of vice and hotbeds of crime. It may indeed be said with melancholy truth that we have provided a complete system of education for this portion of our population; but in that system the jails have been our normal schools, and the penitentiary our university.

True, indeed, we have not been singular in our neglect of these helpless and unfortunate children. Older and wealthier communities than ours, even England and France, the nations foremost in the van of civilization in Europe, have, until within the last few years, been as sinfully indifferent to the fate of the pauper children in their midst as we have been in Canada.

Within the last few years, however, a great change has come over the public mind in France and England on this great social question; and in these countries, and also in the neighbouring States, institutions under the names of "Homes," "Industrial Farms," "Refuges," or "Reformatories," have been established—all intended, in a greater or less degree, to meet the wants of this large and unfortunate class.

In our own country, reformatories for juvenile offenders have, within the last few years, been established. These establishments go some way to meet the great social want. They afford an admirable moral, religious, and industrial training to the youths who enter them; but these youths are but a small fraction of the class to which they belong, who have need of such a training. To qualify himself for the reformatory, the boy must be a convict; he must have passed through a jail, and undergone the disgrace of a trial. Reformatories are therfore not available for boys who have not entered upon a course of actual crime, and made themselves amenable to the law. They, in fact, are remedial, but not preventive; their object is to reform the boy who has become criminal, not to train and instruct the pauper boy while yet innocent of crime. This is, of all others, a case where prevention is better than cure. It is better because it is more agreeable, more hopeful, more economical, more humane, and more Christian.

Homes or Refuges form a kind of intermediate link between our common schools and our juvenile reformatories. While they partake to some extent of the character of both, they are entirely distinct, and properly distinct from both, and form, in fact, their natural and necessary supplement.

From what has preceded, it is evident that Homes are intended for the benefit of destitute and neglected pauper children; for children who, but for the inter-

vention of such extrinsic aid, would receive no training or education, and who, from the circumstances in which they are placed, would be drifted, as it were, into a career of vice and crime. This class of pauper children would be found to consist principally of

1. Vicious and incorrigible children.
2. Vagrants.
3. Children without parents or protectors, or children whose parents or natural protectors, from poverty or other causes, are unable or unwilling to afford them that education which they require, and to which they are entitled.

In concluding this brief memorandum, I am anxious to record my own strong conviction that it is not to our penitentiaries, nor yet to our jails, nor even to our admirable reformatories, but to "Homes," or some such institutions, that we must mainly look if we hope, with God's blessing, to "stand between the living and the dead and stay the plague" of immorality and vice around us."

In these extracts a method is proposed for dealing with an admitted and growing evil, which is at once remedial for the present and preventive for the future; and which, so far as it may be applied to those who need its benefits, will combine the smallest possible extent of personal restraint with the largest possible amount of moral, mental, and physical culture.

Intelligent visitors of our City Schools have often expressed themselves as somewhat surprised at the smallness and very young appearance of the majority of the pupils in the Senior Divisions, especially in the Male Departments. This fact is, I think, explained by the consideration that many parents are glad to avail themselves of the earnings of their children, as early as they are qualified for any description of employment in which ordinary School attainments are remunerative, while the few pupils whom their parents propose to submit to higher culture, either compete for Grammar School Scholarships, at our Annual Combined Examinations, or are removed to some one of the several public Classical Schools in this City, which can be entered on reasonable terms.

During the year 1862 there has been no relaxation of long sustained effort on the part of the Teachers and the Local Superintendent, to promote the regularity and punctuality of attendance of the pupils enrolled on the several School registers. Our School regulations provide expressly for the restraint of the opposite evil; the attention of our Teachers is especially directed to its diminution; and the Board not only deals with it in the way of penalty, but also liberally provides for the encouragement of regular and punctual attendance by the public award of semi-annual Certificates of Honour to all pupils who combine such attendance with uniformly good conduct, allowance being made for inevitable absence on account of sickness.

It cannot be improper that I should refer to the growing interest which is being felt on this continent in the physical education of the young. In the British Isles that education has never been utterly neglected. Youth of all classes have been more or less accustomed to athletic sports and exercises, and a good degree of general muscular development, in the direction of both strength and agility, has been the result. The volunteer movement, so general at home, has rendered military exercises particularly attractive; and public and private schools are extensively including part, at least, of these exercises, in their regular routine. It is not surprising that the Schools of the United States, should he imitating this example. Nor do I know any sufficient reason why the boys in all our Schools should not as early as practicable, be instructed in the elementary portions of military drill Erectness of bearing and carriage, prompt obedience to orders, and facility of movement in combination with others, are among the several present advantages that would result from the adoption of such a measure. Its subservience to any future necessary or expedient military organization throughout the province, is too obvious to require to be dwelt on.

The desirableness also of gymnastics for boys and of calisthenics for girls, is now almost universally admitted.

These matters have received the attention of the Board in the course of the past year; and one result has been, the acceptance by the Board of the handsome offer of Brigade Major, R. B. Denison, Esq., (10th Military District) to receive the larger boys in the Public Schools under his orders, for the purpose of their being instructed in elementary drill, for one hour in each week, after the re-opening of the Schools, in January, 1863. The Board has further placed on record its recomendation to the Board of 1863, that the subject of gymnastics in the several schools, as reported on by a special Committee, of which Mr. Carrier was the Chairman, receive its favourable consideration.

A copy of Brigade Major Denison's communication, and a copy of the Report of the Special Committee on Gymnastics, together with copies of the resolutions of the Board on those documents respectively, will be found under the heading—"Special matters worthy of Record."

I.—SUMMARY OF SCHOOLS, SCHOOL DAYS, TEACHERS, AND ATTENDANCE AND COST OF PUPILS, FOR THE YEAR 1862.

The following summary shows the number of Schools, of days during which the Schools were open, of Teachers, and of Pupils in attendance; together with the entire cost of the Schools for the year, and the cost per pupil.

1. Number of Schools.

The number of Schools was eight, (8,) namely the Palace Street, George Street, Park, Victoria Street, Louisa Street, John Street, Phœbe Street and Givins' Street School; each of which has a separate Male and Female Department.

2. Number of School Days.

During the six months, ending June 30th	120
During the six months ending December 31st, in which the summer holidays were included	98
Total	218

3. Number of Teachers.

There have been employed by the Board during the year:

Head Masters	8
Male Assistant	1
Head Mistresses	8
Senior Female Assistants	10
Junior Female Assistants	11
Total	38

N.B.—Five Female Teachers have also been occasionally employed, on account of the sickness of any of the regular Teachers.

For particulars, see Appendix I. (Table A.)

4. NUMBER OF PUPILS.

The number of pupils entered on the Registers of the several Schools, during the year, was,

Males, - - - - -	2522
Females - - - - -	2372
Total, - -	4894

Increase, as compared with 1861,—6.

N. B.—For particulars, see Appendix I. (Table B.)

Of these there attended as follows, viz.:

Less than 20 days, - - - -	587
From 20 to 50 " - - - -	880
" 50 to 100 " - - - -	1158
" 100 to 150 " - - - -	898
" 150 to 200 " - - - -	863
" 200 to 225 " - - - -	508
Total, - -	4894

N. B.—For analysis, see Appendix I. (Table C.)

The average registered monthly attendance was,

Males, - - -	$1454\frac{3}{11}$
Females, - - -	$1370\frac{10}{11}$
Total, - -	$2825\frac{2}{11}$

Increase, as compared with 1861,—25.

N. B.—For particulars see Appendix I. (Table D.)

The average of average monthly attendance was,

Males, - - -	$1151\frac{5}{11}$
Females, - - -	$1038\frac{2}{11}$
Total, - -	$2189\frac{7}{11}$

Increase, as compared with 1861,—4.

N. B.—For particulars, see Appendix I. (Tables D. and E.)

The average daily attendance was,

Males, - - -	$1144\frac{118}{219}$
Females, - - -	$1038\frac{164}{219}$
Total, - -	$2183\frac{63}{219}$

Increase, as compared with 1861,—3.

The average daily absences of pupils were,

Males, - - - -	309
Females, - - - -	335
Total, - -	644

Increase, as compared with 1861,—24.

The average half-day absences were,

Males, - - - -	$72\frac{183}{219}$
Females, - - -	$60\frac{30}{219}$
Total, - -	$133\frac{213}{219}$

The same as in 1861.

The average late attendances were,

Males, - - - -	$120\frac{11}{218}$
Females, - - -	$96\frac{135}{218}$
Total, - -	$216\frac{146}{218}$

Decrease, as compared with 1861,—17.

The smallest attendance on any one day, in the several Schools, was,

		MALES.	FEMALES.	TOTAL.
Palace Street, March 21st,		45	42	87
George Street,	Do.	111	75	186
The Park,	Do.	94	33	127
Victoria Street,	Do.	93	84	177
Louisa Street,	Do.	169	123	292
John Street,	Do.	80	30	110
Phœbe Street,	Do.	61	54	115
Givins' Street,	Do.	35	22	57
		688	463	1151
Smallest attendance in 1861,		559	398	957
Increase in 1862, as compared with 1861, - -		129	65	194

It may be remembered that March 21st, 1862, was remarkable for one of the heaviest snow storms of the season.

	MALES.	FEMALES.	TOTAL.
Palace Street, Sept. 9th,	93	76	169
George Street, " 29th,	190	181	371
The Park, July 2nd,	178	134	307
Victoria Street, Sept. 9th,	166	214	380
Louisa Street, Sept. 16th,	278	305	583
John Street, April 7th,	151	101	252
Phœbe Street, June 23rd,	176	195	371
Givins' Street, June 24th,	77	61	138
	1304	1267	2571
Largest attendance in 1861,	1329	1270	2599
Decrease in 1862, as compared with 1861, - -	25	3	28

The largest attendance at the several Schools in 1862, ranged from April 7th to September 29th; occurring in one instance in April, in two instances in June, in one in July, and in four in September.

5. Cost of the Schools.

Regarding the total cost of the Schools for the year as $25,047, then the cost per pupil, calculated

As per number of Pupils registered, was -	$ 5.11
As per average registered monthly attendance, was - - - -	8.94
As per average daily attendance, was -	11.48

Should we, however, deduct from the gross estimate, $25,047, the annual interest on sites, buildings and furniture, namely, $5,280, then the differ-ence, $19,767 will represent the net cost of the Schools for the year 1862; which will be only $9.06, per pupil, in average daily attendance.

II. SUBJECTS OF INSTRUCTION.

Subjects of instruction, and number of Pupils engaged at some time during the year in the study of each:

In Reading, namely,	
First National Reader	1,383
Second	1,157
Third	1,095
Fourth	726
Fifth	538
Total,	4,899
In Arithmetic	3,973
English Grammar,	2,338
General Geography	4,470
Canadian Geography	1,766
History	1,892
Writing (not including writing on slates)	2,697
Book-keeping	40
Mensuration	70
Algebra	95
Geometry	156
Natural Philosophy	113
Vocal Music	850
Linear Drawing	182
Needlework, (Girls)	1,322

For particulars see Appendix I. (Table F.)

III. SCHOOL BOOKS IN USE.

The books used have been the National Readers; Sullivan's Spelling Book Superseded; Sangster's Elementary Arithmetic; Lennie's English Grammar; Sullivan's Introduction to Geography; Edwards' Summary of English History; The National Bookkeeping, The National Mensuration; Colenso's Algebra; and various editions of Euclid's Elements.

All the Schools are amply provided with Blackboards and Maps.

IV. SCHOOL LIBRARIES.

The number of volumes in the School Libraries, at this date, is—

Male Departments - -	1,651
Female Departments - -	990
Total, - -	2,641

The number of volumes taken out during the year, was—

Male Departments - -	5,156
Female Departments - -	5,026
Total, - -	10,182

For particulars see Appendix I. (Table G.)

V. LECTURES.

The Annual Lecture, required by law, was delivered by the Local Superintendent, in each of the six large School-houses and in the Palace Street School-house, during the earlier part of December.

The subject was—"The Relation of Homes and Schools." The attendance in some of the Schools was rather better than in former years, as additional effort had been made to notify parents and guardians that the lecture was intended for them and not for the mere entertainment of the pupils.

VI. EXAMINATIONS.

The three usual Examinations were held in the course of the year, namely, the Combined Examination of pupils selected from each Division of each Department of the several Schools, and the Summer and Winter Examinations of all the the Schools.

1. THE COMBINED EXAMINATION.

This Examination took place, by order of the Board (on the recommendation of the Committe on School Management, in their Report, No. 3,) at the Victoria Street School-house, on Monday the 21st of July. The examiners were M. C. Howe, Esq., L.L.D., Head Master of the Toronto Grammar School, and W. A. Watts, Esq., M.A. As on former similar occasions, the pupils examined were three individuals from each Division of each Department, male and female, of the several Schools, selected by their respective Teachers for their general proficiency combined with uniformly good conduct, and approved by the Local Superintendent They were classed for the purpose of examination, according to the Divisions to which they belonged in their several schools, as First (or Junior), Second (or Intermediate), and Third (or Senior). The exceptions to this arrangement were, one in the case of the Female Departments of the Park and John Street Schools, each of which consists of but two Divisions, (Senior and Junior,) the pupils of the Senior Divisions of which were, therefore, examined as against each other; and another, in the case of the Palace Street and Givins' Street Schools, which, having only two Divisions each (Senior and Junior,) in either Department, were consequently examined as against each other; it being considered that Schools in which the arrangement of the pupils in Divisions is similar, should be tested by the Examinations in a similar manner.

It was provided by the Board, on the recommendation of the Committe on School Management, made in the Report above referred to, "that in particular cases, where it can be shown that the longer continuance of a pupil at the Grammar School than two years, would be of decided advantage to him, the term of attendance might be properly extended to three or even four years; also that, hereafter, successful candidates for Grammar School Scholarships should be permitted, in cases where it is satisfactorily proved that the same cannot be availed of, to receive a prize instead;—that the vacancy in the number of Scholarships thus created should be filled up by the pupil standing next in the order of merit; and that Senior male pupils attending the Combined Examination who have not studied Mathematics, should be entitled to prizes, provided their merit marks on the whole, equal those gained by senior female pupils."

The Examination was partly oral, and in part was conducted by means of printed questions, copies of which will be found in Appendix II. (A.)

For list of pupils arranged in order of merit, who, on the recomendation of the Examiners, received Scholarships, Prizes, or Certificates, see Appendix II. (B.)

REPORT

OF THE EXAMINERS, AT THE COMBINED EXAMINATION OF THE COMMON SCHOOLS, OF THE CITY OF TORONTO, HELD JULY 21ST, 1862.

To the Chairman and Members of the Board of Trustees of the Public Schools of the City of Toronto.

GENTLEMEN,—We beg leave respectfully to submit to you our Report of the Combined Examination of the Common Schools of this City, held by us in the Victoria Street School, on the 21st of July, 1862.

There were present 126 Pupils, viz: 30 from the Third Division, 48 from the Second Division, and 48 from the First Division. As on former occasions, the Pupils from the Palace Street and Givins' Street Schools were examined only as against each other, these Schools having no Third Division. There are two other Schools which have no Third Division in the Female Department, viz.: the Park School and John Street School, the Second Division Female Pupils of which very laudably desired, this year, to be examined in Third Division work; they were therefore examined as against each other.

The Examination in the Third Division included the following subjects:—Writing, Reading, Dictation, Definitions and Derivations, Arithmetic, Grammar, Geography, History, Mensuration, Algebra, and Geometry. The answers were chiefly written, the only oral examination being in Reading. None of the girls took the subjects of Algebra, Geometry and Mensuration; the majority of the boys took them all, and the whole of the boys took one or more of these branches.

Owing to recent regulations of your Board, no special prizes are recommended in these subjects; those pupils who took them have been ranked in comparison with each other, and considered as competitors for Scholarships; those who did not take them have been considered as competing merely for prizes and examined as against each other.

The writing was generally very good. Victoria, Phœbe, and Louisa Streets came out best. Reading very good; Kate Lemon, George Street; Jane Wallace, Victoria Street, and Rebecca Jones, Phœbe Street, were the best. Spelling, Definitions and Derivations were all taken together, the answering fair; William Lumsden, George Street; Jane Sutherland and Rebecca Jones, Phœbe Street, were the best. Arithmetic was not so good; the best answering was by William Wagner, Louisa Street, and Rebecca Jones, Phœbe Street. Grammar was very fair, the answering would doubtless have been better, had more time been allowed; the paper was rather longer than could easily be answered within an hour; the best answerer was Rebecca Jones, Phœbe Street. Geography was generally good, the best were Rebecca

Jones, Annie Sutherland, Henry Cox, and John Mitchell, Phœbe Street, and Kate Lemon, George Street. History very good; the best were Rebecca Jones, Phœbe Street; William Wagner, Louisa Street; and James Leatch, George Street.

The answering in Algebra, Geometry, and Mensuration was fair. The best in both Geometry and Mensuration was William Wagner, Louisa Street; the best in Algebra were Gabriel Alexander, Victoria Street; and James Jardine, Louisa Street.

We would recommend that Scholarships be awarded to the following boys,—who are arranged in order of merit.

1. William Wagner, Louisa Street School.
2. William H. Coulter, George Street "
3. William Carrier, The Park "
4. William Lumsden, George Street "
5. James Leatch, " " "

Also, Certificates to the following:

6. Thomas Gibson, Louisa Street School.
7. James Turner, John " "
8. James Jardine, Louisa " "

We would also recommend Prizes to the following:

1. Rebecca Jones, Phœbe Street School.
2. Henrietta Lees, George " "
3. Kate Lemon, " " "
4. Jane Sutherland, Phœbe " "
5. Margaret J. Foster, Louisa Street School.

Also, Certificates to the following:

6. Annie Sutherland, Phœbe Street School.
7. Mary A. Beaty, George " "

We would recommend a Prize to the following from the Class including the Park and John Street Schools:

1. Margaret Constable, John Street School.

Also, Certificates to the following:

2. Mary Ross, John Street School.
3. Jane Ryrie, the Park " " } Equal.
3. Sarah Long, John " " } Equal.

It is only due to Rebecca Jones, of the Phœbe Street School, to state that she was decidedly first among the female pupils, and that she deserves especial credit. Had the subjects of Algebra, Geometry, and Mensuration been omitted she would have stood first of all the pupils. Although the number of Prizes awarded to female pupils may seem rather large proportionately, still those named stood so nearly together that the examiners did not wish to omit any of them from the list.

In the Second Division, the subjects of examination were Writing, Reading, Spelling, Grammar, Geography, History and Arithmetic. The examination was oral with the exception of Arithmetic. In this Division were included the boys only of the Park and John Street Schools; the girls having been examined in the Third Division

This Division is arranged into Two Classes;—the First Class including the George Street, the Park, Victoria Street, Louisa Street, John Street, and Phœbe Street Schools;—the Second Class includes the Palace Street and Givins' Street Schools.

The writing was generally good; the Park and Givins' Street Schools being the best. Reading good; Sarah E. Beattie, Victoria Street, and John Higginbotham, Louisa Street, were best. Grammar on the whole good; Sarah J. Rennick, George St., and John Higginbotham, Louisa Street, answered best. Geography was excellent; the best answerers were, in the First Class, Elizabeth Mary How, Victoria Street; in the Second Class, John Treloar, Palace Street. History very good; the best was Maria Brock, Givins' Street. Arithmetic was good; Alice Hornby and Sarah Jolley, Givins' Street, were the best.

We would recommend the following for prizes:

1. William Cook, The Park School.
2. Joseph Oliver, " " } Equal.
2. Sarah E. Beattie, Victoria St. School }
3. Elizabeth Mary How, " " "
4. Charles H. Bailey, Louisa " "
5. Fanny Coffin, Phœbe " "
6. William J. McCormick, The Park School.
7. John Taylor, Victoria Street School. } Equal.
7. James Carruthers, " " " }

Also, the following for Certificates:

8. William Dovey, Victoria Street School.
9. John Higginbotham, Louisa " "
10. James Gorrie, " " " } Equal.
10. Martha Coffin, Phœbe " " }

Also in the Second Class (Palace Street and Givins' Street Schools) for Prizes.

1. Maria Brock, Givins' Street School.
2. James Christie, " "
3. John Treloar, Palace " "
4. Alice Hornby, Givins' " "

And for Certificates:

5. William S. Gill, Palace Street School.
6. John Fraser, Givins' " "
7. Sarah Jolley " " "

In the First Division the subjects of examination were Reading, Spelling, Arithmetic and Geography. The Examination was entirely oral. A similar classification has been made of this Division into two classes—the First including all the Schools but Givins St. and Palace St.—the Second those two Schools.

The Reading was, generally, very good; the best reader was Isabella Fortune, Victoria Street. Spelling, creditable; the pupils from Victoria Street and the Park Schools did best. Arithmetic was good; Thomas Nelson, George Street; John Ward and Frank Bowden, Park School, and James Watt and George Sweetman, Louisa Street; were best. Geography, on the whole, good; the best answerers were Helen Ritchie and Matilda Roddy, Park School; Alexander Middleton, John Street; Matilda Scarlett and Lillie Jones, Phœbe Street.

Your Examiners would recommend the award of Prizes to the following:

1. John Kane, The Park School.
2. Thomas Wilson, Louisa Street School.
3. John Ward, The Park School.
4. Frank Bowden " "
5. Elizabeth Hammell, Phœbe Street School.
6. Isabella Fortune, Victoria " "
7. Helen Blackburn Ritchie, The Park School.
8. Matilda Scarlett, Phœbe Street School.
9. John Bright, George " "

Also, Certificates to the following:

10. Mary Ann McMorin, Victoria Street School.
11. William Goldsmith, " " "
12. Matilda Roddy, The Park School.

In the Second Class (Givins Street, and Palace Street Schools) we would recommend Prizes to

1. Anne Whaling, Givins Street School.
2. Kate Woodhouse, " " " } Equal.
2. Catherine McClellan, " "

Also, Certificates to

3. Henry Gill, Palace Street School.
4. William J. Barnes, " "

Your Examiners are glad to be able to report that the conduct of the pupils throughout the examination was perfectly satisfactory. They beg leave also to express their acknowledgement of the attention of the Rev. James Porter, the Local Superintendent, who took every care that their labours were facilitated as much as possible.

In conclusion we feel gratified with the general results of the Examination and consider that they argue care and attention on the part of the teachers and diligence and exertion on that of the pupils. We trust that these features may continue and increase, so as to ensure the yet greater efficiency of the Common Schools of the City of Toronto.

(Signed,)
M. C. Howe, LL.D. } Examiners.
Walter A. Watts, M.A. }

Toronto, July 23, 1862.

As recommended by the Committee on School Management, in their Report No. 5, it was ordered by the Board "that a Public Meeting for the distribution of the Grammar School Scholarships, Prizes, and Certificates of Honour be held on Friday, Aug. 1st, under arrangements similar to those observed in 1861."

A public meeting was held accordingly in the St. Lawrence Hall and the various Honours awarded

by the Board, on the recommendation of the Examiners at the Combined Examination, were distributed by His Worship the Mayor of the City, who, at the request of the Board of School Trustees, presided on the occasion.

An excellent opening address was delivered by the Mayor, (J. G. Bowes, Esq.); the Report of the Examiners at the Combined Examination was read by the Local Superintendent, followed by the report from Dr. Howe, respecting the conduct and progress of the pupils who had, in previous years, received Grammar School Scholarships, (a copy of which is subjoined;) and eloquent and valuable addresses were given by J. G. Beard, Esq., Chairman of the Board of School Trustees; the Rev. Dr. McCaul, President of University College; Professor Wilson of University College; the Rev. Dr. Jennings, Chairman of the Board of Public Instruction for the County of York; the Rev. A. Sanson, M.A., Rector of Trinity Church; the Rev. Mr. Marling, and the Rev. Dr. Richardson; the gentleman last named being the agent of Jesse Ketchum, Esq., a liberal benefactor to these Public Schools and to many others. Aldermen Jarvis and Sterling also kindly took part in the business of the meeting by moving and seconding a vote of thanks to the Teachers and Superintendent of the Schools, which was unanimously carried by the meeting and very handsomely communicated by the Chairman. The proceedings were closed with the benediction by the Rev. Dr. Beaven.

The following is a copy of Dr Howe's report:

Toronto, July 29, 1862.

Dear Sir,—For the information of the Board of the City School Trustees, I beg to report on the conduct and progress of the boys who obtained "Scholarships" in the Grammar School for the years 1860 and 1861.

As I have previously reported on the Scholars of 1860, I have merely to report that they continued, with one exception, during the term of their Scholarships to give every satisfaction as regards progress in their studies and uniformity of good conduct. (The exceptional case to which I allude was that of a boy who, without his parents' knowledge, occasionally absented himself from School.)

In accordance with a suggestion from me last year, the tenure of Scholarships in the Grammar School has been extended from two to four years in certain cases. Taking into consideration their good conduct and marked progress in their studies, I have felt myself fully warranted (with the sanction of the Grammar School Trustees) in re-admitting two boys, (Daniel Ryrie and Richard Lewis) to the privilege of this extension. The other "Scholars" of 1860 have, I believe, betaken themselves to business and professions.

Of those who obtained Scholarships in 1861, one boy (Wm. Courtney) put in no appearance, and two have lately ceased to be pupils of the Grammar

School, one of them (William Dorothey) having been put to business, and the other (George L. Brighton) having returned with his parents to England. I particularly regret the loss of the latter boy as he gave great promise of becoming a most successful and distinguished student. With regard to their attendance, conduct and progress I am happy to say that they, (the "Scholars" of 1861,) have given perfect satisfaction during the last year, and that they have all carried off prizes at the Christmas and Midsummer Examinations of the Grammar School.

I cannot close these remarks without referring to the distinguished career of Daniel Byrie, who has invariably won the first prizes in his class, and who, I trust, will reap a rich harvest from the good seed which is now being sown.

I am, dear Sir, respectfully yours.
(Signed,) M. C. Howe, LL.D.
Head Master Toronto Grammar School

Rev. James Porter, &c., &c.

2. THE USUAL SUMMER EXAMINATION.

The Summer Examination of all the Schools was held, as per order of the Board, on Thursday, the 31st of July. The attendance of the parents and guardians of pupils, and others, was generally good, especially in the afternoon. The Local Trustees, at the close of the Examinations, distributed to male pupils 114, and to female pupils 133, total, 247 Certificates of Honour, for regularity and punctuality of attendance combined with uniformly good conduct throughout the session, which began Jany. 6, and ended on the day of Examination.

A summary of the Certificates distributed in the several Schools will be found in Appendix II. (C.)

3. THE USUAL WINTER EXAMINATION.

The Winter Examination of all the Schools took place, as per order of the Board, on Tuesday the 23rd of December. The attendance of parents and guardians and visitors was small in the morning, but was better in the afternoon. Four hundred and ninety-two Certificates of Honour, namely, 224 to male pupils and 268 to female pupils, for regularity and punctuality of attendance combined with uniformly good conduct throughout the session then ended, and which began on September the 2nd, were distributed by the Local Trustees, at the close of the examination. This number exceeds by 43 the largest number distributed on any former occasion.

A summary of the Certificates distributed in the several Schools will be found in Appendix II. (D.)

That a much larger number of these Certificates is distributed at the Winter than at the Summer Examinations is explained by a consideration of the fact that the term preceding the Winter Examin-

ation is of but four months duration, while the term ending with the Summer Examination comprehends seven months, including both the coldest and the warmest in the School year, in which unfailing regularity and punctuality of attendance are most difficult and most praiseworthy.

VII. SPECIAL MATTERS WORTHY OF RECORD.

1. OCCASIONAL TEACHERS NOT TO BE NECESSARILY PREFERRED IN CASES OF VACANCY.

On the recommendation of the Committee on School Management, in their Report No. 1, the Board resolved "That it be distinctly understood, as the future rule in all cases where occasional Teachers shall be employed, that the mere fact of any Teacher being temporarily employed in our Schools shall not give to that party any preferential claim to permanent appointment, in case of a vacancy, but that the same shall be determined on the broad principle of comparative merit."

2. GYMNASTICS AND MILITARY DRILL.

Mr. Carrier having expressed, in his place at the Board, his intention to give notice of a motion bearing on the subject of the introduction of gymnastic exercises and military drill into the City Public Schools, that gentleman was invited to a conference with the committee on School Management, the result of which was that the Committee in their Report No. 4, recommended, and the recommendation was subsequently (on June 4th) adopted by the Board: "that, pending the action of the Board on Mr. Carrier's motion, by way of experiment and until otherwise ordered, the Head Masters of the George Street and the Park Schools respectively, be permitted to apply a portion of the School time, say to the extent of one hour more or less per week, in giving instructions in gymnastics and military drill to their pupils."

On July 2nd, Mr. Carrier, seconded by Mr. Dowzard, moved at the Board the following resolution, which was carried: "That, whereas it is the bounden duty of all who preside over the education of youth to provide for the physical as well as the intellectual development of those under their charge: Be it therefore resolved, that Messrs Coatsworth, Stuart, and the mover, be a Select Committee to inquire into and report on the expediency of introducing into the City Schools such gymnastic exercises, including military drill, as will be unattended with expense to the Rate-payers."

On Nov 19th Mr. Carrier (Chairman) brought up the Report of the Select Committee on the subject of Gymnastic Exercises in the City Schools, and the Board resolved itself into a Committee of the whole thereupon; Mr Hodson in the Chair. After some time the Committee of the whole rose to report progress and to ask leave to sit again. The Board then resumed and leave to sit again was granted accordingly.

On Dec. the 8th, the Board resumed being in Committee of the whole on the Report of the Select Committee on School Gymnastics; Mr. Jardine, in the absence of Mr. Hodson, in the Chair. After discussion the Committee of the whole rose to report a resolution in amendment to the Report of the Select Committee, which was adopted and is as follows:

Resolved, "That the thanks of this Board are due to the Select Committee, and especially to its Chairman, Mr. Carrier, for the interest taken by them with regard to the introduction of gymnastic exercises into the City Schools; and while this Board regards favourably the recommendation of the said Committee, it does not feel warranted in carrying the same into present effect, there being no funds on hand for that purpose; but it recommends the subject to the favourable consideration of the Board of 1863, with the view of having a sum of money placed in the School estimates of that year, for the purpose of carrying out the object reported on by the Select Committee."

The following is a copy of the Report of the Select Committee:

REPORT.

OF THE SELECT COMMITTEE APPOINTED TO ENQUIRE INTO AND REPORT UPON THE EXPEDIENCY OF INTRODUCING GYMNASTICS, INCLUDING MILITARY DRILL, INTO THE COMMON SCHOOLS OF THE CITY OF TORONTO.

To the Chairman and Board of School Trustees of the City of Toronto.

Your Committee, having had under their earnest and serious consideration the important resolution which called them as a committee into existence, beg to report thereupon as follows:

We find that in the Normal School the Pupils who are there trained to become teachers, both male and female, are instructed in Calisthenics and Gymnastics, as a necessary part of the education which they are there qualified and expected to impart to the pupils of our Common Schools.

We also find gymnasiums erected in the Model School in both the male and female departments, as well as in the Model Grammar School. When, therefore, we take into consideration that in these Schools, designed as the name implies for our imitation, physical culture is practically recognised as a necessary part of education; and when we also consider that the pupil teachers are instructed in it, the conclusion is to us unavoidable, that from the first its introduction into the Common Schools was contemplated as a component part of the system.

But your Committee are less influenced by even these considerations than by the obvious fact, that no system of education can be perfect which so far disregards the rational requirements of our nature as to educate one set of faculties at the expense of another.

We conceive it to be the bounden duty of those who are called to preside over the formation of a nation's character in the education of its youth, to provide for the harmonious development of body and mind simultaneously. It is a well known physiological fact, that the tendency of prolonged mental abstraction, especially in the young, is to disturb the equilibrium and that reciprocal action between the brain and muscular system so necessary to the healthy condition of both. If, therefore, youth be allowed, much more if forced to persist in a course of severe mental labour; feebleness of body, imbecility and insanity, may be reasonably apprehended as the results. Nor is this the opinion of speculative theory, but a fact in the every day experience of medical superintendents of Insane Asylums and attested by our own Dr. Workman.

It seems then that we must either abridge the studies in our Common Schools, in order to *lessen* the disturbance of the brain and muscular system, or else, by training the body and mind together,

develop the whole being in harmony with the laws of our existence.

In the age and country in which our lot is cast, our vocations being to build the foundations of a great Empire with one hand and to defend ourselves with the other; to develop the vast stores of wealth latent in mind and matter on every hand, all possible mental qualifications and *true manhoood* are indispensable.

In the opinion of your Committee therefore, there should be no lowering of standards in our Schools. Nor do we deem it at all necessary; for experience has proved that much more intellectual work can be accomplished without detriment to the constitution, when attended with that scientific training which rational educators everywhere are now incorporating into their systems with so much success.

The friends of physical education entertain sanguine hopes that the Race may be greatly improved thereby.

On this subject the eminent Superintendent of Public Schools of Boston says, "The principal remedy which I would suggest is the introduction into all grades of our Common Schools of a thorough system of physical training *as a part of the school culture.* Let part of the Schoool time of each day be devoted to practice of calisthenics and gymnastic exercises in which every pupil shall be required to participate. I fully agree with an able author who

has studied this subject, that a universal course of training of this kind, scientifically arranged and applied, in connection with obedience to other laws of health, would in one generation transform the inhabitants of this land from the low development now so extensive into the beautiful model of the highest form of Humanity."

Your Committee have to state that they were much gratified in their visit to the Model School at witnessing the gymnastic feats of the pupils, and the flexibility, self possession and noble bearing which those exercises are so well calculated to produce. And we were fully prepared to believe that the boys were capable of achieving twice the mental labour in the remaining hour of study which they could have accomplished in the absence of such renovating exercises.

The Park School was also visited, and we have much pleasure in testifying to the efficiency of the drill in Mr. Anderson's Division. Mr. A. deserves much praise, and the boys, we think, deserve to be complimented by this Board for attention to their Master's instruction. Should this Board decide, as it is to be hoped they will, to introduce this with other necessary training into our Common Schools, and should their example be followed throughout the country, apprehensions of invasion would in a few short years become utterly groundless.

In viewing the subject of this report in its various aspects, your Committee deem it proper to state that

they have been strongly impressed with the following considerations, namely: We are bound in honour and justice to transmit this world to posterity better than we found it. That it is now pregnant with events of the gravest import none will attempt to deny, events to which we and our times have largely contributed; their manifestations and the forms they are to assume in the next generation we have not prescience to foretell. Enough however of their shadowy outline is presented to the contemplative mind to warrant the prediction that minds of no ordinary mould will be required to watch their birth and shape their growth, so as to compel them to minister to the general commonwealth and onward progression of the Race. If, then, whilst grateful to our predecessors for what we have received from them, we would earn the plaudits of the future, let us seek by every means in our power to make the present generation physically, mentally, and morally better than ourselves.

In order to carry out the above objects, your Committee would recommend this Board to appropriate $240.00, being $30.00 for each of the eight schools, for gymnasiums to be erected therein. This sum economically laid out would provide the means of physical culture on a limited scale for our present School population.

All of which is respectfully submitted,

(Signed) WILLIAM CARRIER,
Chairman.

3. HOLIDAYS DURING PROVINCIAL EXHIBITION.

The Committee on School Management, in their Report No. 6, adopted by the Board Sept. 17th, submitted: "That, taking into consideration the great probability of a very irregular attendance of pupils during the time of the Provincial Exhibition about to be held in this City, it would be better to close the Schools than have them badly attended; and they, therefore, recommend that the Exhibition week should be considered as a holiday by the pupils and teachers of the City Schools." The Schools were, therefore, closed for the week beginning on Monday, Sept. 22nd, and the holidays thus granted, together with the public holiday on Tuesday, Nov. 11th, on occasion of the attainment of his majority by His Royal Highness the Prince of Wales, explain the unusually small number of School days in the latter six months of the year.

4. EFFORT TOWARDS PROCURING REQUIRED STATISTICS.

On Sept. 17th Mr. Brent, in his place at the Board, gave notice "That he would, at the next meeting of the Board, move that the returns, as required by the 23rd Section, and the 17th clause of the 79th Section of the Common School Act, be furnished to the Chief Superintendent."

As Mr. Brent did not avail himself of any opportunity to bring up the above for discussion, the action of the Board thereupon must be considered as in abeyance.

5. CONTINUED BOUNTY OF JESSE KETCHUM, ESQ.

In his Report (No. 11) the Local Superintendent stated "that on Tuesday, the 28th of October, he had the pleasure of distributing 350 copies of the New Testament, neatly bound in sheep, to pupils in the several Senior Divisions of the City Schools, who had not been previously supplied with copies for class reading on Monday mornings, such pupils being for the most part recently transferred to those Divisions from Second Divisions, in place of others who left the Schools during the summer holidays. At the same time eight Bibles were supplied to teachers who have been appointed during the current year; for the purpose of morning and afternoon reading in their respective School rooms. These Bibles and Testaments were the generous gift of Jesse Ketchum, Esq., through his agent, the Rev. Dr. Richardson. Their value in money is forty dollars and sixty cents. ($40.60.) Mr. Ketchum, either personally or through Dr. Richardson, had also presented a large number of valuable little books to the pupils of both Departments of all the City Schools, with a view to their encouragement in learning and in the formation of good habits."

In view of Mr. Ketchum's liberality as thus exemplified, it was, on the 19th of Nov, moved at the Board by Mr. Brent, seconded by Mr. Baxter, and resolved: "That the thanks of this Board be conveyed to Jesse Ketchum, Esq., for his valuable donation of Bibles and Testaments, as well as a large number of other books, to the pupils of the several City Schools; as per the Report of the Local Superintendent read this evening."

6. CIRCULAR FROM THE CHIEF SUPERINTENDENT OF EDUCATION.

The following is a copy of a circular addressed by the Rev. Dr. Ryerson, Chief Superintendent of Education, to Boards of School Trustees in the Cities and Towns of Upper Canada. The circular was read at the Board on the 3rd of December, and was referred in ordinary course to the Standing Committee on School Management; but as, thus far, the Committee has not reported thereupon, the action of the Board in the matter remains in abeyance.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE,
TORONTO, *22nd Nov*, 1862.

GENTLEMEN,

I beg to call your serious and earnest attention to the condition of those children in cities and towns who do not attend any school, public or private.

I had hoped that when the public Schools should be made free in our cities and towns, no person in them would be found to refuse or neglect availing themselves of such a privilege, facility, and inducement to educate their children. I confess the results of the trial have come short of my expectations. Very considerable numbers of children in these centres of population are growing up with no other education than a training in idleness, vagrancy and crime. The existence of such a class in any community, is a public loss and danger, and ominous of future evil.

It is perfectly clear, that making good Schools free to all does not secure the education of all.

I have, at different times, submitted three propositions or plans for the accomplishment of the object of free Schools in cities and towns. First,—That as the property of all is taxed for the Common School education of all, all should be compelled to allow their children the means of such education, at either public or private Schools. Or, secondly, that each municipality should be empowered to deal with the vagrancy of children of School age, or the neglect of their education, as a crime, subject to such penalties and such measures for its prevention, as each municipality, in its own discretion, might from time to time adopt. Or, thirdly, that the aid of religious benevolence should be invoked and encouraged to supplement the agency of our present School system.

Neither of the two former propositions having been entertained by the Government, to whom they were submitted, I proposed the last in a draft of bill, accompanied by an explanatory letter, last year. The members of the Government before whom this measure was laid, retired from office before taking it into consideration, and I have not renewed it by submitting it to the present Government. There is, therefore, now no proposition under the consideration of Government, in respect to children whose School education is wholly neglected.

I beg, therefore, to solicit your practical attention to the subject; and shall be happy to receive and consider any suggestions you may think proper to offer, before bringing the subject again under the consideration of the Government.

I have the honour to be,
Gentlemen,
Your obedient Servant,
(Signed,) E. RYERSON,
Chief Superintendent.

7. COPY OF COMMUNICATION OF BRIGADE MAJOR, R. B. DENISON, ESQ.

The communication, of which the following is a copy, was read at the Board, on the 3rd of December; whereupon it was moved by Mr. Baxter, seconded by Mr. Spence, and resolved.

"That the very kind offer of Brigade Major, R. B. Denison, be accepted; and that the Local Superintendent be instructed to arrange with Major Denison with regard to the time that will best suit the convenience of all parties."

BRIGADE OFFICE, ONTARIO BUILDINGS,
DEC. 3RD, 1862.

To the Members of the Board of School Trustees.

GENTLEMEN,

Having been appointed Brigade Major, for the 10th Military District, (City of Toronto), it is my duty under the instructions issued from the Adjutant General's Office, to encourage Drilling, and the formation of Drill Associations in the District to which I have been appointed.

I have the honour to request you will consider the propriety of allowing the larger Boys in the Common Schools, to be instructed in the rudiments of Drill for one hour in each week. I am of opinion that there can be no better method of encouraging a Military Spirit in the Country than by drilling the youth in their Schools; the Military ideas there imbibed would remain for life, and as they grow older, and become the proper age, they would, in almost every instance, volunteer into the regular organized corps.

I beg leave to request that the Board will consider the advantages of the system I propose, and if their views coincide with mine, that they will place the larger boys, in each of the Common Schools, under my orders, for one hour in each week, for the purpose of instructing them in elementary drill after the 1st of January, 1863.

I have the honor to be,
Gentlemen, your most
Obedient Servant,
(Signed) ROBERT B. DENISON,
Brigade Major.

I have only further to observe that I see no little ground for rejoicing in the abandonment of the third expedient referred to in the circular of the Chief Superintendent of Education, a copy of which is furnished above Whatever may be thought of compulsory education, or however municipalities may be empowered to deal with the vagrancy of children of school age; religious benevolence in the form of denominational organizations, is unhappily so easily transmuted into ecclesiastical rancour, that the invocation of its aid on behalf of popular education is not more likely to animate hope than to awaken alarm. An accurate knowledge of the numbers of the uninstructed and unemployed children of school age in our cities and towns, and of the causes of their lamentable condition, does not yet exist. The attainment of such knowledge is apparently the first desideratum When it shall be possessed, may it be wisely and beneficially employed!

Meanwhile our City Schools are doing a great and good work. Nor are any children denied a partici-

pation of the advantages which they afford, who are assisted by unsectarian benevolence to attend them in a state of cleanliness and comfort. During several months of the past year from twenty to thirty children, inmates of the Boys' Home, have attended regularly at the John Street School.

These objects of broad Christian philanthrophy afford an example of what would probably be accomplished on a much larger scale, were the suggestions of Mr. Meredith, quoted in the introductory part of this report, reduced to practice.

All which is respectfully submitted
JAMES PORTER,
Local Superintendent.

Office of Local Superintendent of Public Schools,
Toronto, December 31st, 1862.

Submitted to the Board, January 21st, 1863, and referred to the Committee on School Management. Reported on by said Committee February 4th, 1863; and ordered by the Board to be printed for the information of the Ratepayers, February 18th, 1863.

APPENDIX I.

TABLE A.—

SCHOOL.	NAME OF TEACHER.	CERTIFICATE HELD.				
		Provincial.			Co. Board	
		Class 1	Class 2	Register'd No	Class 1	Class 2
Palace Street ...	Martin Gill	...	...	...	1	...
	Mrs J W Henderson	...	...	...	1 C	...
George Street	Richard Lewis	...	...	...	1 A	...
	Miss C S Smyth	...	...	...	1 A	...
	" M J Keown	...	...	...	1 B	...
	" Amanda Richards	...	2 A	666	...	...
	" Catharine Ryan	...	2 B	418	...	...
	" Margaret E Cummins	...	2 A	1220	...	...
The Park	William Anderson	...	...	...	1 A	...
	Miss A. E. Cuyler	...	...	...	1 C	...
	" Susan Hamilton	...	2 A	339	...	...
	" Jemima Armstrong	...	2 C	669	...	...
	" A. L. Armstrong	...	2 A	1218	...	...
Victoria Street ...	William Spotton	...	...	...	1 C	...
	Miss Georgina Round	...	...	...	1 B	...
	" Elizabeth Kennedy	...	2	340	...	...
	" Rebecca Thompson	...	2 A	553	...	...
	" Agnes Hall	...	2 B	1124	...	...
	" Phoebe S. Magee	1 C	...	932	...	...
Louisa Street ...	Henry Browne	...	...	...	1 A	...
	Samuel McAllister		...	...	1 A	...
	Miss J S Morrison		...	...	1 B	...
	Mrs Elizabeth Mitchell		...	...	1 C	...
	Miss M A Kennedy		...		1 B	
	" Agnes K Bech	1 C	...	1118	...	...
	" M L Garden	...	2 A	1024	...	...
John Street ...	Thomas Kirkland				1 A	...
	Miss M A Ferris	...			1	...
	" Mary Henderson	...		...	1	...
	" Eliza J Lloyd		...			2 A
Phoebe Street ...	Samuel Coyne			...	1 A	
	Mrs M E Lauder	1	...	7	...	
	Miss C M Churchill	1 B		364	...	...
	Miss M A Churchill	1 C		323	...	...
	Mrs E Lilly	...	2	287	...	...
	Miss C McLean	...	...	...	1 C	...
Givins' Street ...	G E Mulligan	...	...	...	1 B	...
	Mrs Jane O'Flaherty	...	...	...	1 A	...
	Total	...	...	...	...	...

TABLES.

Respecting Teachers.

Original Appointment.	Rate of Salary per annum	Religious Denomination.	Remarks.
	$		
Nov 1, 1859	320	Ch. of England	Trained by Ch. Ed Society, Ireland.
1851	320	Baptist	Trained at Edinburgh Norm. School.
1855	700	Congregational	Trained at Liverpool Training School.
1854	400	Methodist	Certificate valid till Aug 27. Taught, by permission, till end of year
1852	250	Ch. of England	Trained three Sessions [1850–1] at Normal School, U. C.
1857	250	Methodist	
April 1, 1859	200	Methodist	
Jan. 1, 1862	200	Methodist	
1857	700	Methodist	
1857	320	Ch. of England	
1858	250	Presbyterian	
1857	200	Methodist	
July 1, 1861	200	Presbyterian	
1856	700	Ch. of England	
1856	400	Ch. of England	Trained in Training School, London, England.
1855	250	Methodist	
Oct. 1, 1859	250	Ch. of England	
July 1, 1861	200	Presbyterian	
July 1, 1859	200	Methodist	
Jan. 1, 1861	700	Ch. of England	
Nov 1, 1859	500	Ch. of England	
Dec. 1, 1861	400	Ch. of England	
1855	300	Methodist	Trained in Infant School System by Wilderspin, England.
1858	250	Methodist	
July 1, 1861	200	Baptist	
July 1, 1861	200	Presbyterian	
April 1, 1862	700	Presbyterian	
1857	320	Ch. of England	Trained at Homerton Training School, England.
1856	250	Presbyterian	
Jan. 1, 1862	200	Presbyterian	Trained 22nd and 23rd Sessions, Normal School, U. C.
1850	700	Ch. of England	
1858	400	Methodist	
1857	250	Baptist	
1858	250	Baptist	
Oct. 1, 1862	200	Brethren	
Oct. 1, 1862	200	Presbyterian	
June 23, 1862	320	Presbyterian	
1856	320	Baptist	
....	$12273		

TABLE B

Number of Pupils entered on the Registers of the several Schools during the year 1862.

Name of Schools.	Males.	Females.	Total.
Palace Street	168	128	296
George Street	328	333	661
The Park	297	242	539
Victoria Street	333	367	700
Louisa Street	603	590	1194
John Street	331	244	675
Phœbe Street	629	668	897
Givins' Street	133	103	236
Total in all the Schools	2523	2372	4904

TABLE C

Analysis of the Attendance at the several Schools.

Name of School	Less than 20 days		From 20 to 50.		From 50 to 100.		From 100 to 150.		From 150 to 200.		From 200 to whole year		Combined Totals.
	M.	F.	M.	F	M.	F.	M.	F.	M	F	M	F	
Palace Street	23	11	33	40	63	26	29	20	27	24	16	14	263
George Street	42	44	61	63	62	63	52	69	74	61	97	38	661
The Park	28	22	54	45	71	68	52	54	95	66	97	17	539
Victoria Street	61	86	55	65	73	87	72	76	66	66	26	34	700
Louisa Street	69	74	67	122	103	161	69	111	124	89	144	33	1166
John Street	54	37	63	61	91	69	62	44	62	63	84	7	675
Phœbe Street	29	47	67	83	75	94	69	62	76	62	14	26	697
Givins' Street	14	10	20	16	44	26	15	10	26	20	16	13	236
	407	280	406	475	657	501	440	458	469	374	624	184	4594
Total in all the Schools	567		880		1158		898		863		809		4894

TABLE D.

Average Registered Monthly Attendance, and Average of Average Monthly Attendance.

1862.	REGISTERED			AVERAGE		
	Males.	Females.	Total.	Males	Females.	Total
January	1324	1149	2463	1050	866	1916
February	1385	1193	2578	1133	941	2074
March	1447	1281	2728	1142	952	2094
April	1495	1381	2876	1209	1069	2285
May	1509	1457	2966	1150	1077	2227
June	1821	1228	3049	1146	1124	2267
July	1359	1406	2765	1096	1036	2129
September	1510	1464	2974	1223	1177	2400
October	1529	1457	2986	1206	1114	2320
November	1488	1447	2935	1171	1088	2259
December	1480	1301	2781	1133	997	2160
Divided by 11 months	15997	15080	31077	12666	11420	24086
	$1454\frac{3}{11}$	$1370\frac{10}{11}$	$2825\frac{2}{11}$	$1151\frac{5}{11}$	$1038\frac{2}{11}$	$2189\frac{7}{11}$

TABLE E.

Average Monthly Attendance in the respective Divisions of the several City Public Schools; namely, First or Junior, Second or Intermediate, and Third or Senior, both Male and Female.

PALACE STREET SCHOOL.

	MALES.				FEMALES.				Combined Totals.
	1	2	3	Total	1	2	3	Total.	
January	38	30	...	68	29	25	...	54	122
February	43	28	...	71	21	46	...	67	138
March	40	29	...	69	24	42	...	66	135
April	38	34	...	72	42	31	...	73	145
May	36	27	...	63	43	33	...	76	139
June	33	31	...	64	33	24	...	57	121
July	43	34	...	77	29	23	...	52	129
September	48	42	...	90	40	31	...	71	161
October	48	37	...	85	39	33	...	72	157
November	45	39	...	84	37	34	...	71	155
December	40	37	...	77	35	33	...	68	145
	452	368	...	820	391	333	...	724	1544

TABLE E.—(*Continued*)

GEORGE STREET SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total	1	2	3	Total	
January	59	56	54	166	43	46	44	142	308
February	61	53	57	171	53	48	42	143	314
March	62	53	57	172	53	46	36	141	313
April	72	63	51	176	65	42	43	149	325
May	64	48	52	164	71	38	42	151	315
June	74	45	42	161	65	47	48	160	321
July	77	48	63	168	72	49	45	166	324
September	76	43	59	180	76	44	58	178	358
October	78	42	56	176	74	46	54	174	350
November	70	43	57	170	68	46	53	167	337
December	57	47	56	160	65	43	48	156	316
	752	528	574	1854	712	500	515	1727	3581

THE PARK SCHOOL

	Males				Females				Combined Totals.
	1	2	3	Total	1	2	3	Total	
January	49	66	54	166	32	53	..	85	221
February	58	36	56	150	41	57	..	96	246
March	51	35	54	140	43	55	..	98	248
April	71	36	54	156	49	53	..	102	258
May	54	63	47	134	52	56	..	108	242
June	72	35	50	157	64	57	..	128	283
July	78	25	46	159	60	59	..	119	278
September	66	37	44	144	65	55	..	120	264
October	73	36	40	152	57	52	..	109	261
November	77	44	48	159	56	59	..	115	274
December	61	52	47	161	53	57	..	110	271
	724	383	541	1658	580	610	...	1190	2846

TABLE E—(*Continued.*)

VICTORIA STREET SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total	1	2	3	Total	
January	51	43	39	133	46	45	45	136	269
February	58	43	40	141	52	63	45	150	291
March	36	44	41	121	84	63	42	189	310
April	78	45	41	164	84	55	44	183	347
May	82	44	37	163	94	48	39	181	344
June	78	42	37	157	109	53	30	192	349
July	69	41	36	146	90	51	39	180	326
September	82	37	43	162	83	57	60	200	362
October	64	39	39	142	87	55	48	190	332
November	73	41	37	151	78	53	51	182	333
December	69	36	31	136	69	49	51	169	305
	781	455	421	1667	857	572	493	1922	3589

LOUISA STREET SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total.	1	2	3	Total.	
January	113	78	59	250	95	65	59	219	469
February	121	83	60	264	102	68	58	228	492
March	126	82	58	266	111	66	54	231	497
April	140	81	56	277	137	59	53	256	533
May	150	78	51	279	145	82	32	259	538
June	132	71	46	249	148	63	50	261	510
July	119	65	44	228	126	57	42	225	453
September	144	79	52	275	164	70	58	292	567
October	145	78	53	276	153	66	55	274	550
November	135	76	54	265	144	62	57	263	528
December	118	72	57	247	113	58	53	224	471
	1463	848	590	2826	1428	706	661	2785	5611

TABLE F.—(*Continued*)

JOHN STREET SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total.	1	2	3	Total.	
January	31	41	51	123	32	44	....	76	198
February	37	45	56	138	34	51	....	85	223
March	36	46	50	132	33	50	....	83	215
April	39	54	48	141	43	53	....	96	237
May	36	47	50	133	43	43	....	87	220
June	42	45	45	132	51	43	....	94	226
July	40	42	38	120	45	37	....	82	202
September	42	53	45	140	39	47	....	86	226
October	42	57	49	148	34	45	....	79	227
November	40	47	46	133	41	46	....	87	220
December	44	53	45	142	32	37	....	76	219
	428	531	523	1482	434	501	....	935	2417

PHŒBE STREET SCHOOL.

	Males				Females				Combined Totals
	1	2	3	Total	1	2	3	Total	
January	43	41	47	131	49	26	37	112	243
February	46	45	50	141	58	31	41	130	271
March	49	44	51	144	55	34	43	132	276
April	57	45	60	162	70	34	44	148	310
May	61	48	47	156	77	34	43	154	310
June	67	43	47	157	91	37	44	172	329
July	58	44	45	147	71	37	42	150	297
September	75	42	50	167	88	43	46	177	344
October	67	43	43	153	77	35	49	161	314
November	71	42	41	154	72	37	47	156	310
December	69	43	41	153	64	35	46	145	298
	663	481	511	1665	772	382	481	1635	3300

TABLE E.—(*Continued.*)

GIVINS' STREET SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total	1	2	3	Total	
January	17	36	...	53	11	29	...	40	93
February	18	39	...	57	11	29	...	40	97
March	20	38	...	58	13	29	...	42	100
April	28	33	...	61	20	29	...	49	110
May	26	32	...	58	22	32	...	54	112
June	34	32	...	66	29	33	...	62	128
July	34	27	...	61	30	29	...	59	120
September	38	26	...	64	28	29	...	65	129
October	23	31	...	54	25	30	...	55	109
November	24	31	...	55	18	29	...	47	102
December	22	35	...	57	19	30	...	49	106
	279	365	...	644	227	325	...	552	1196

RECAPITULATION:

Being the Average of Average Monthly Attendance in the respective Divisions of the Schools, namely, the First or Junior, the Second or Intermediate, and the Third or Senior, both Male and Female.

Name of School.	Males.				Females.				Combined Totals.
	1	2	3	Total	1	2	3	Total	
Palace Street	452	368	...	820	391	333	...	724	1544
George Street	752	528	574	1854	712	500	515	1727	3581
The Park	734	283	641	1658	580	610	...	1190	2848
Victoria Street	791	455	421	1667	857	572	493	1922	3589
Louisa Street	1443	843	590	2876	1436	708	591	2735	5611
John Street	428	531	523	1482	434	501	...	935	2417
Phœbe Street	593	461	611	1665	772	383	481	1635	3300
Givins Street	279	365	...	644	227	325	...	552	1196
Divided by 11 months	5542	3964	3160	12666	5411	2929	2080	11420	24086
Average	503$\frac{9}{11}$	360$\frac{4}{11}$	287$\frac{3}{11}$	1151$\frac{5}{11}$	491$\frac{10}{11}$	266$\frac{3}{11}$	189$\frac{1}{11}$	1038$\frac{2}{11}$	2189$\frac{7}{11}$

TABLE F.

NUMBER OF PUPILS INSTRUCTED IN THE FOLLOWING SUBJECTS:—

NAME OF SCHOOL.	First Book.	Second Book.	Third Book.	Fourth Book.	Fifth Book.	Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Needlework.
PALACE STREET—																			
Males	31	32	21	23	21	128	78	168	72	75	137	7	..	1	13	21	..	..	..
Females	38	37	23	13	14	125	35	125	30	30	125	..	..	..	..	..	..	58	122
Total	68	69	34	32	35	253	128	293	105	105	262	7	..	1	13	21	..	58	186
GEORGE STREET—																			
Males	109	72	75	37	32	328	213	328	106	106	328	2	8	12	20	38	..	..	..
Females	88	62	83	52	50	247	185	145	102	185	185	..	..	..	..	..	333	..	195
Total	198	134	158	112	82	575	398	473	208	281	513	2	8	12	20	38	333	..	188
THE PARK—																			
Males	36	46	63	51	29	184	119	234	87	112	128	7	8	10	18	33	..	..	..
Females	80	65	30	31	26	242	97	87	50	73	97	..	..	..	..	..	..	..	242
Total	172	111	95	82	75	436	216	321	137	198	225	7	8	10	18	33	..	..	242

Victoria Street—																			
Males	80	69	80	46	28	333	184	333	84	134	184		..	4	12	.	..	..	.
Females	105	82	99	61	20	367	170	367	90	170	170	..	.	.	..	.	170	80	170
Total	185	151	179	107	48	700	354	700	174	304	354	..	..	4	12	.	170	80	170
Louisa Street—																			
Males	145	201	144	46	37	336	257	403	112	160	257		63	63	51	..	.	.	
Females	203	138	133	86	30	387	213	590	240	181	213		.	..	..	..	..	..	164
Total	348	339	277	132	67	723	470	993	352	341	470	..	63	63	51	.	.	..	164
John Street—																			
Males	68	29	98	30	61	218	163	316	166	163	166	20	10	10	21	..	..	70	..
Females	84	40	60	43	45	210	140	246	140	140	140	..	..	..	..	..	244	4	244
Total	152	69	158	73	106	428	303	562	306	303	306	40	10	10	21	..	244	74	244
Pierre Street—																			
Males	86	60	73	78	33	243	183	329	183	186	183	..	6	13	16		—	..	..
Females	116	74	46	62	28	368	174	368	174	112	174	..	..	7	6	..	..	.	141
Total	202	134	119	140	61	611	357	697	357	298	357		6	20	14	..	.	..	141
Givins' Street—																			
Males	44	62	21	17	15	133	76	133	32	35	76	4	6	6	8	16	..	..	..
Females	15	31	60	12	12	74	56	88	88	36	80	.	..	..	..	..	108	23	62
Total	59	93	81	29	27	207	132	221	120	71	156	4	6	6	8	16	108	23	62
General Totals	1983	1157	1065	726	538	2678	2324	4335	1786	1692	2636	40	70	63	186	116	650	162	1623

TABLE G

SCHOOL LIBRARIES

NAME OF SCHOOL.	No. of Vols. in Library			No. taken out during the Year.		
	Male Depart't	Female Depart't	Total.	Male Depart't.	Female Depart't.	Total.
Palace Street	161	....	161	497	641	658
George Street	230	210	440	1626	622	2248
The Park	233	165	398	479	521	1000
Victoria Street	193	153	346	164	188	646
Louisa Street	214	197	411	785	1139	1924
John Street	250	151	401	911	660	1571
Phœbe Street	200	144	344	244	1213	1457
Givins' Street	160	....	160	420	378	785
Total	1651	900	2641	8156	5026	10183

N.B.—The Palace Street and Givins' Street School Libraries, though kept in the rooms occupied by the Male Departments of these Schools are accessible to the elder pupils of both the Male and Female Departments.

TABLE H

Comparative Statement of the City Schools, under specific headings, from 1844 to 1862, both inclusive.

Year	City Population	Average Registered Attendance	Average Daily Attendance	Number of Teachers	Average number of pupils to each Teacher	Total cost of Maintaining the Schools	Cost p. Child p. ann. on basis of Registered Attendance.	Cost p. Child p. ann. on basis Average Daily Attendance.
1844	18500	....	1194	12	100	4½ months £1877	....	$5 00
1845	19709	....	1108	12	92	12 " 1621	....	7 00
1846	20835	....	1312	16	81	12 " 2011	....	6 60
1847	21784	....	1266	13	97	12 " 1871	....	6 90
1848	23503	....	1431	13	110	½ year 917	....	5 50
1849	24128	....	1325	16	102	½ " 917	....	6 06
1850	25766	....	1269	16	91	12 months 1938	....	6 30
1851	30763	1843	1386	16	86	12 " 2406	$5 30	7 20
1852	35000	1872	1348	16	84	12 " 2558	8 40	7 40
1853	40000	1886	1402	20	70	12 " 3215	7 00	9 00
1854	41500	1971	1459	21	69	12 " 4175	6 50	11 40
1855	42500	2066	1570	31	50	12 " 5218	10 00	13 00
1856	43250	2316	1747	32	55	12 " 6642	10 00	12 80
1857	45000	2480	1863	35	52	12 " 6054	10 00	13 00
1858	47500	2522	1927	38	55	12 " 5890	9 62	12 50
1859	45000	2742	2150	38	56	12 " 6303	6 20	11 73
1860	48000	2346	2250	33	59	12 " 6511	9 16	11 52
1861	44743	2800	2180	35	57	12 " 8410	9 16	11 75
1862	45000	2823	2183	36	57	12 " 6261	8 64	11 48

APPENDIX II.

A.

Examination papers at the Combined Examination, July 21st, 1862.

In the first or junior, and in the second or intermediate Division, the examination was entirely oral, with the exception of one paper, namely that on Arithmetic, in the second or intermediate Division.

In the third or senior Division, the examination was conducted altogether in writing, reading, of course, excepted.

ARITHMETIC

2nd Division

1. What are numeration and notation?
2. Of what use is the character 0?
3. Write in figures,—ninety billions two hundred and seven millions and thirty three.
4. Express the following in the Arabic notation, MCDXIX.
5. Explain what you mean by the words—product, factor, quotient, dividend.
6. Reduce £33 12s 7½d. to dollars and cents
7. Reduce 7 oz 5 dr 2 scr 12 grains, to grains.
8. Reduce 1 000,000 inches to miles, &c
9. What is compound addition?
10. What will be the weight of 296 silver spoons, each weighing 2 oz. 9 dwt. 21 grains.

NOVEMBER

NAME OF SCHOOL.	MALES.				FEMALES.				Combined Total
	D 1	2	3	Total.	D 1	2	3.	Total	
Palace Street	40	40		80	36	33		69	149
George Street	74	51	67	192	70	48	46	164	356
The Park	67	32	47	146	69	53		122	268
Victoria Street	108	48	43	199	94	53	46	193	392
Louisa Street	160	87	53	300	147	64	51	262	562
John Street	27	29	64	120	60	50		110	230
Phœbe Street	92	48	40	180	81	49	55	185	365
Givins' Street	34	27		61	26	33		59	120
Total	600	374	294	1268	592	395	197	1164	2432
November 1862	535	353	283	1171	578	362	208	1088	2259
Differences; the totals being in favour of 1863	65	+21	+11	—97	14	+33	-11	—76	173

DECEMBER.

NAME OF SCHOOL	MALES.				FEMALES				Combined Total.
	D 1	2.	3	Total.	D 1	2	3	Total.	
Palace Street	38	38		76	32	28		60	136
George Street	66	45	58	169	62	42	38	142	311
The Park	56	31	47	134	54	50		104	238
Victoria Street	78	47	40	165	67	45	48	160	325
Louisa Street	144	83	53	280	113	62	50	225	505
John Street	24	36	51	111	46	45		91	202
Phœbe Street	74	46	40	160	68	40	53	161	321
Givins' Street	19	26		45	24	31		55	100
Totals	500	353	287	1140	466	343	189	998	2138
December 1862	500	356	277	1133	457	342	198	997	2130
Differences, the totals being in favour of 1863	—	-3	+10	— 7	9	+1	-9	— 1	8

TABLE F.

GEOGRAPHY

3rd Division.

1. What is the Ecliptic, and why so called?
2. Which diameter of the earth is the greater, and why?
3. Name the greatest degrees of Latitude and Longitude?
4. What places have neither Latitude nor Longitude? Why?
5. Distinguish between the *sensible* and *rational* horizon
6. At what parallels of Latitude, North and South, are the the Sun's rays never vertical?
7. Name the *Second Rate* Powers of Europe, with their Capitals.
8. Give the names of the three great Table Lands of South America, with their approximate elevations
9. Mention the two largest Lakes and Rivers of Europe, and trace the Danube from its source to its mouths, naming the most important cities on its banks.
10. Give the subdivisions of British North America, with their Capitals
11. Name the principal Rivers of Africa, and trace their course, also the principal Islands on its Eastern and Western coasts
12. Mention the principal Rivers of England, the Mountain ranges of Scotland, and Lakes of Ireland, naming the highest Mountain in the British Islands.

HISTORY

3rd. Division.

1. Name the *last* Judge and the *first* King of Israel
2. State briefly the circumstances that led to the division of the Israelites into two kingdoms, giving the names of the two first kings of each house after the separation
3. Who commanded the Greeks at the Battle of Platæa and what naval victory was gained by the Grecian fleet on the same day? Give the date.
4. Give the names (with dates) of the battles which terminated respectively the supremacy of Athens and Sparta in Greece.

5 Give the names of the Kings of Rome in the order of succession.

6. Who formed the first and second Triumvirates?

7. Give the name and date of the battle which established Philip's supremacy in Greece.

8. Name the four successive battles in which Hannibal defeated the Romans, with dates

9. Who were the Pretenders to the English Crown in the reign of Henry VII, and state briefly their presumptive claims?

10. Give a Summary of the chief events in the reign of Elizabeth

11. What circumstances contributed to the restoration of Charles II.

12. State the two most important events in the reign of George III.

13. Who was the first Governor of Canada?

14. When was Quebec founded, and by whom?

15. State briefly what led to its capitulation.

ALGEBRA

3RD DIVISION.

1 Define the terms—like quantities, co-efficient, factor, exponent.

2. Explain transposition, and show upon what principles the operation depends.

3 What are the cases of addition? Give rules applicable to each case.

4. Simplify $\left\{(3c-3a+4b)-(2b-2c+a)\right\}-\left\{5a-(-2a-b)+(6c-6b)\right\}$

5. Divide $x^5+x^4y-xy^4-y^5$ by x^2-y^2

6 Find the greatest common measure of $9x^2y+24xy^2+7^3$, and $31x^4+58x^3y+31xy^3$

7 Solve the equation $75x+2\cdot6=5x+4\cdot5$

Also, $\frac{7x-12\frac{1}{2}}{11}-\frac{2}{3}\left(\frac{x-16}{7}\right)=\frac{15}{14}\left(x-1\right)$

8. A wishes to pay B the sum of £18 A has only moidores, (each worth 27 shillings): B has only guineas, and 16 pieces pass between them; required the number of each.

GEOMETRY

3RD DIVISION

1. Prove that any two sides of a triangle are together greater than the third side.

2. Prove that if in any triangle the square of one side be equal to the sum of the squares of the other two, the angle included between these two is right.

3. Prove that, if a line be cut equally and unequally, the sum of the squares of the unequal parts will equal twice the square of the half line, together with twice the square of the line intercepted between the points of section.

4. Divide a line so that the rectangle under the whole line and one part shall be equal to the square of the other part.

MENSURATION

3RD DIVISION

1. A figure, whose shape is a trapezium, has the diagonal 6280 links, the perpendicular to the north angle 1120 links, that to the south angle 2150 links, required the area.
2. Find by duodecimals the number of yards of carpeting, 2 feet 3 inches wide it will take to cover a floor, the length of which is 42 feet 7 inches, and the breadth 25 feet 8 inches.

3. Required the length of a cord, fastened to a stake at one end and to a cow's horns at the other, to allow her to graze on an acre of grass, and no more.

4. Required the solid content of an obelisk in the shape of a frustrum of a square pyramid, height 25 feet, side of base, 7 feet 3 inches, side of summit, 5 feet 8 inches; also the weight of stone it would take to build it, assuming a cubic foot of stone to weigh 158 pounds.

B.

Lists of pupils to whom were awarded Scholarships, Prizes, and Certificates of Honour as the result of the Combined Examination arranged in the order of merit.

I Boys of the third (or senior) Division to whom Scholarships were awarded

Have held Scholarships for two years	1. Daniel Ryrie. 2. Richard Lewis.	Extended for one year.
3	William Wagner	Louisa Street School
4	William H. Coulter	George do.
5	William Carrier	The Park School
6.	William Lumsden	George Street School
7	James Leitch	do. do.

II Girls of the third (or senior) Division to whom Prizes were awarded

1	Rebecca Jones	Phoebe Street School
2	Henrietta Lees	George do.
3.	Kate Lemon	do. do.
4.	Jane Sutherland	Phoebe do.
5.	Margaret J. Foster	Louisa do.

III Boys and girls of the third (or senior) Division, to whom Certificates of Honour were awarded.

BOYS

1	Thomas Gibson	Louisa Street School
2.	James Turner	John do.
3.	James Jardine	Louisa do.

GIRLS.

1	Annie Sutherland	Phoebe Street School.
2.	Mary A. Beatty	George do.

IV Pupils of the second (or senior) Division of the Female Departments of the Park and John Street Schools. There are no intermediate Divisions in these two Departments and the pupils were examined as against each other in third Division work

One Prize was awarded, namely, to

Margaret Constable	John Street School.

V Pupils of the above named Division, to whom Certificates of Honour were awarded.

1	Mary Ross		John Street School.
2	Jane Ryrie,	Equal	The Park School.
2.	Sarah Long,		John Street School

VI. Pupils of the second (or intermediate) Division to whom Prizes were awarded.

1	William Cook		The Park School
2	Joseph Oliver,	Equal	do. do.
2	Sarah E. Beattie		Victoria Street School.
3	Elizabeth M. How		do. do.
4	Charles H. Bailey		Louisa do.
5	Fanny Coffin		Phœbe do.
6	William J. McCormick		The Park School
7	John Taylor,	Equal	Victoria Street School
7	James Carruthers,		do. do.

VII. Pupils of second (or intermediate) Division to whom Certificates of Honour were awarded.

1	William Dovey		Victoria Street School
2	John Higginbotham		Louisa do.
3.	James Gorrie,	Equal	do. do.
3	Martha Coffin,		Phœbe do.

VIII. Pupils of second (or senior) Division of Palace and Givins' Street Schools, examined against each other, to whom Prizes were awarded.

1	Martha Brock	Givins' Street School.
2.	James Christie	do. do.
3.	John Treloar.	Palace do.
4	Alice Hornby	Givins' do.

IX. Pupils of second (or senior) Division of Palace and Givins' Street Schools, to whom Certificates of Honour were awarded.

1.	William S. Gill	Palace Street School.
2.	John Fraser	Givins' do.
3.	Sarah Jolley	do. do.

X. Pupils of first (or junior) Division, to whom Prizes were awarded.

1	John Kane	The Park School
2.	Thomas Wilson	Louisa Street School
3	John Ward	The Park do.
4.	Frank Bowden	do. do.
5	Elizabeth Hammell	Phœbe Street do.
6	Isabella Fortune	Victoria do. do.
7	Helen Ritchie	The Park School
8.	Matilda Scarlett	Phœbe Street School
9	John Bright	George do.

XI. Pupils of first (or junior) Division, to whom Certificates of Honour were awarded.

1. Mary Ann McMorran	Victoria Street School.
2. William Goldsmith	do. do.
3. Matilda Reddy	The Park School.

XII. Pupils of first (or junior) Division of Palace and Givins' Street Schools examined against each other, to whom Prizes were awarded.

1. Anna Whaling		Givins' Street School.
2. Kate Woodhouse	Equal	do. do.
2. Catharine McClellan		do. do.

XIII. Pupils of first (or junior) Division of Palace and Givins' Street Schools, to whom Certificates of Honour were awarded.

1. Henry Gill	Palace Street School.
2. William J. Barnes	do. do.

C.

Summary of Certificates of Honour for regularity and punctuality of attendance, &c., granted to pupils in the several Public Schools at the Summer Examination.

NAME OF SCHOOL.	MALES.	FEMALES.	TOTAL.
Palace Street	17	14	31
George Street	6	38	44
The Park	18	23	41
Victoria Street	18	13	31
Louisa Street	21	16	37
John Street	21	5	26
Phœbe Street	9	16	25
Givins' Street	4	8	12
Total	114	133	247

D.

Summary of Certificates of Honour for regularity and punctuality of attendance, &c., granted to pupils in the several Public Schools at the Winter Examinations.

NAME OF SCHOOL.	MALES.	FEMALES.	TOTAL
Palace Street	8	18	26
George Street	35	75	110
The Park	33	34	67
Victoria Street	15	41	56
Louise Street	40	41	81
John Street	59	17	76
Phœbe Street	26	28	54
Givins' Street	8	14	22
Total	224	268	492

E.

Standard for the attainments of the pupils in the respective Divisions of the City Public Schools, having especial reference to the transfer of pupils from a lower to a higher Division: and to the periodical Combined Examination of selected pupils.

I.—Reading and Spelling

Division 1.—1st and 2nd National Reader.
" 2.—Sequel to 2nd, and 3rd National Reader.
" 3.—4th and 5th National Reader.

Sullivan's Spelling Book Superseded.

N.B.—Pupils in 3rd Division to be exercised in Spelling by means of Dictation.

II.—Writing

Division 1.—Pupils in 2nd Reader to write on slates to the extent of combining three letters, without capitals.

Division 2.—A plain text hand, including capitals and figures.
" 3.—A good commercial hand.

III.—Arithmetic.

Division 1.—Notation and Numeration to nine places of figures. Simple Addition and Subtraction. The Multiplication Table. Simple Multiplication as far as by 12, and Simple Division, Long Division excepted.

Division 2.—Sangster's Elementary Arithmetic to page 80 inclusive.
" 3.—The remainder of Sangster's Elementary Arithmetic.

IV —English Grammar

Division 2 —Lennie's Grammar, to end of Etymology, (page 52 inclusive) The parsing of simple sentences.

Division 3.—Lennie's Grammar to the end of Syntax (page 164 inclusive.) The parsing of simple and compound sentences Analysis of sentences to be communicated by Teachers, according to Morell.

V.—Geography

Division 1 —General definitions illustrated by Map of the World

" 2.—In addition to the foregoing, an acquaintance with the maps of Europe, Asia, Africa and America, to the extent of the countries they contain, their capitals and their principal rivers, lakes, and mountains, also, Johnston's Map of the British North American Provinces, their chief cities, and their principal rivers, lakes and mountains.

Division 3.—General definitions and outlines according to Sullivan's Introduction, also, outlines of the Geography of British North America, illustrated by Johnston's map.

VI —History

Division 2 —Edwards Summary of English History to page 40 (the Houses of York and Lancaster) inclusive.

Division 3 —Ancient and Modern History in alternate years, according to the 5th National Reader Edwards' Summary of English History from page 41, inclusive, to the end. Outlines of the History of British North America, to be communicated by Teachers, according to Boyd.

VII.—Mensuration

Divisions 3 —Text Book, National Treatise. The whole of Sections 1st and 2nd. Section 3rd (Conic Sections) omitted Section 4th to Problem 13, inclusive Also from page 144 to 164, on "Artificer's Work"

VIII —Algebra.

Division 3.—Colenso's Algebra, to Simple Equations, inclusive.

IX —Geometry

Division 3 —1st and 2nd Book of Euclid

N B —The study of subjects VII, VIII., and IX is optional, but credit will be given at the Combined Examination for proficiency in them, which will be taken into account in the award of Grammar School Scholarships.

X.—Instead of the last named three subjects, or, in addition to them, Book-keeping may be taken by any senior pupil, at the wish of his parent or guardian. The National Book keeping to be used for this purpose.

Vocal Music and Drawing are to be regarded rather as School recreations than as School work to be required.

JAMES PORTER,
Local Superintendent

Sanctioned by "Board of School Trustees,"
as Revised and Amended Oct. 11th, 1861.

F.

Books, &c., required for the use of Pupils in the respective Divisions of the Public Schools of the City of Toronto.

FIRST DIVISION.

1st National Reader
2nd National Reader
A Slate.

SECOND DIVISION.

Sequel to 2nd National Reader
3rd National Reader
A Slate
A Copy Book.
Sangster's Elementary Arithmetic
Lennie's English Grammar
Edwards' Summary of English History.

THIRD DIVISION.

4th National Reader.
5th National Reader
Sullivan's Spelling-Book Superseded.
A Slate
A Copy Book.
Sangster's Elementary Arithmetic
Lennie's English Grammar
Sullivan's Introduction to Geography.
Edwards' Summary of English History

FOR PUPILS IN MATHEMATICS.

National Treatise on Mensuration.
Colenso's Algebra.
Euclid's Elements.

FOR PUPILS IN BOOK KEEPING.

The National Book-keeping.

JAMES PORTER
Local Superintendent.

Sanctioned by Board of School Trustees
October 11th, 1861.

APPENDIX III.

Secretary's Abstract Statement of the Estimated cost of maintaining the City Schools for the year 1862

1	Annual Interest, at 6 per cent. on permanent Investment of say 88,000 for the 8 School sites, Buildings and School furniture, &c.	$5 280 00
2.	Annual Estimate as the average expense of dilapidations, repairs to buildings, &c.	1,150 00
3	Salaries of Superintendent, Secretary, and 38 Teachers; payments to Auditors and Examiners, and allowances to 9 Caretakers (8 schools and 1 office)	15,660 00
4.	Rents and taxes	320 00
5.	Election expenses	80 00
6.	Coal, Wood, and cutting wood (winter 1861 62)	1,200 00
7	Insurances on 8 School Buildings, Furniture, &c	532 00
8.	Maps; Object lessons, Pens Ink and Stationery for the schools, and Stationery for the Board, and the Offices	250 00
9	Printing and Advertising	275 00
10	Miscellaneous expenses	300 00
		$25 047 00

APPENDIX IV.

Annual Statement of Receipts and Expenditure for Common School purposes, City of Toronto, for the year 1862. Published by the Board of School Trustees for said City, as required by Statute.

INCOME FOR 1862.

Balance over from 1861 as per last published statement		$4,498 31
Legislative Appropriation, for 1862		3,558 00
Municipal Assessment for 1862 (nett)		23 300 00
Total Income for 1862		$31,356 61

EXPENDITURE FOR 1862.

1. Salaries for the year, namely		
20 regular teachers in the male department of the several schools	$8,060 00	
16 regular teachers, female department	6 209 18	
Occasional teachers	186 63	
		$13,476 96
Caretakers, schools and offices		649 00
Local Superintendent (Rev. J. Porter)		1 200 60
Secretary (G. A. Barber)		600 00
2 Examiners $40, 2 Auditors $20		60 00
		$15,964 96
2. Rents for the year, namely		
Board room, on account	$57 60	
The 2 Offices, on account	100 00	
Taxes, 1861	30 00	
Sewer rate, George Street School	16 66	
		201 06
3. Interest on School Mortgages, viz		
Louisa Street School	$40 00	
John Street School	90 00	
		130 00
4. Insurances on School Premises and Furniture, viz		
Western Company	$43 75	
British America	167 60	
Royal (London and Liverpool)	62 50	
		253 76
5. Fuel for the Schools and Offices, viz		
Coal	$476 16	
Cutting wood	166 80	
		656 98
Carried forward		$17 216 70

Brought forward		$17,218 70
6. Printing, Advertising, Stationery &c.		
H Rowsell & Co., printing Report	$64 10	
Bustin Brothers, Pens, &c.	58 79	
H. Rowsell, on account, Stationery	125 00	
Globe, on account, Advertising	30 00	
Education Department, Maps, Prizes, &c	36 38	
		211 87
7. Repairs to Schools, and taking down stoves and pipes, viz		
A. Greenlees, balance account, 1861	$419 40	
Bezall Brothers (Stoves, &c.)	84 97	
Faircloth (Painting and Glazing)	62 13	
Sundry persons	57 60	
		624 08
8. Miscellaneous Expenditure, viz		
Election School Trustees	$75 00	
Sweeping chimneys	4 85	
New wheelbarrows	22 18	
New picks	11 00	
Water pails	9 00	
Postages and stamps	21 40	
Gas account, $2 60; Telegrams $1 28	3 88	
Chalk for schools	4 33	
Sundry small disbursements	7 40	
Cab hire	27 85	
		186 48
9. School Debentures and Interest		6,400 00
Total expenditure, 1862		24,783 08
Balance to December, 1863		6,597 23
		$31,233 81

Toronto, January, 1863

The undersigned have compared, and checked, the above statement of income and expenditure, with the corresponding vouchers therefor, and certify the same to be correct

(Signed,)

Samuel Spreull, } Auditors.
Wm R. Orr, }

[illegible]URTH [illegible]

[illegible]

LOCAL SUPERINTENDENT

Public Schools of the City of Toronto,

[illegible]

[illegible]

[illegible]

[illegible]

Members of the Board of Public Education

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Gentlemen, [illegible] the following Report on the condition of the Public Schools of the City for the year [illegible]

[illegible]

more particularly bounded," Mr. [illegible] observes. [illegible]

[illegible]

[illegible] The [illegible]

[illegible]

[illegible] England and France [illegible]

[illegible] in France and [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

C.—MOVEMENT OF [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]
[illegible]	[illegible]
Total	[illegible]

[illegible]

[illegible]

[illegible]	
[illegible]	
[illegible]	
[illegible]	[illegible]
[illegible]	[illegible]
Total	[illegible]

[illegible]

[illegible]

[illegible]

The number of [illegible] [illegible]

[illegible]

Males,	[illegible]
Females	[illegible]
Total.	[illegible]

Increase, as compared with [illegible]

[illegible] see Appendix (Table [illegible])

[illegible]

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
Total.	[illegible]

[illegible] see Appendix (Table [illegible])

[illegible]

Males,	[illegible]
Females.	[illegible]
Total,	[illegible]

[illegible]

[illegible] see Appendix (Table [illegible])

[illegible]

[illegible] [illegible]

[illegible] [illegible]

Total. [illegible]

[illegible]

[illegible]

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[illegible] [illegible]

[illegible] [illegible]

Total, [illegible]

[illegible]

[illegible]

[illegible] [illegible]

[illegible] [illegible]

Total. [illegible]

[illegible]

[illegible]

[illegible] [illegible]

[illegible] [illegible]

Total. [illegible]

[illegible]

The average [illegible] was

Males,	[illegible]
Females,	[illegible]
Total,	[illegible]

Increase, as compared with [illegible]

The [illegible]

[illegible]		[illegible]	[illegible]	[illegible]
[illegible]	Do.	[illegible]	[illegible]	[illegible]
[illegible]	Do.	[illegible]	[illegible]	[illegible]
[illegible]	Do.	[illegible]	[illegible]	[illegible]
[illegible]	Do.	[illegible]	[illegible]	[illegible]
[illegible]	Do.	[illegible]	[illegible]	[illegible]
[illegible]	Do.	[illegible]	[illegible]	[illegible]
[illegible]	Do.	[illegible]	[illegible]	[illegible]
		[illegible]	[illegible]	[illegible]
[illegible]		[illegible]	[illegible]	[illegible]
Increase in [illegible] as compared with [illegible]		[illegible]	[illegible]	[illegible]

It may be [illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
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[illegible]

[illegible] and [illegible] the [illegible] end of the [illegible] for the past [illegible], which will [illegible] per cent. [illegible]

II.—SUBJECTS OF INSTRUCTION.

Subjects of instruction, and number of pupils in [illegible] during the year in the study of each:

In Reading, namely:	
First National Reader	[illegible]
Second	[illegible]
Third	[illegible]
Fourth	[illegible]
Fifth	[illegible]
Total	[illegible]
In Arithmetic	[illegible]
English Grammar	[illegible]
Physical Geography	[illegible]
Descriptive Geography	[illegible]
History	[illegible]
Writing (not including writing on slates)	[illegible]
Bookkeeping	[illegible]
Mensuration	[illegible]
Algebra	[illegible]
Geometry	[illegible]
Natural Philosophy	[illegible]
Vocal Music	[illegible]
Drawing	[illegible]
Needlework, plain	[illegible]
In [illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]
[illegible]	[illegible]
Total.	[illegible]

[illegible]

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

[illegible]

[illegible]

[illegible] [illegible]

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[illegible] should be [illegible]

The [illegible] copies of which will be found in Appendix [illegible]

[illegible] Confidential, [illegible] Appendix [illegible]

REPORT

[illegible]

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[illegible]
[illegible]
[illegible]

[illegible]

[illegible] Writing, Reading, Spelling, Grammar, Geography, [illegible]

[illegible]

[illegible]

[illegible]

[illegible] the following [illegible]
[illegible]
John [illegible]
[illegible]
[illegible] [illegible]

[illegible] Palmer [illegible]
[illegible]
[illegible]
[illegible]
John [illegible]
[illegible] Mariner

[illegible]
[illegible] Palmer [illegible]
John [illegible] Mariner
Joseph [illegible]

[illegible]

[illegible] Thomas [illegible] John [illegible] George [illegible]

[illegible]

[illegible]

[illegible] School.

[illegible] School.

[illegible] School.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

(Signed,)

[illegible] } Commissioners.

[illegible], July [illegible]

[illegible]

[illegible]

by the Board, on the recommendation of the [illegible] of the [illegible] Examination, were distributed by the Worship the Mayor [illegible] the [illegible] [illegible] the [illegible] the Board [illegible] [illegible] [illegible] on the occasion.

The [illegible] [illegible] was delivered by the Mayor, [illegible] Esq., [illegible] the Report of the Examiners, the [illegible] Examination was, and [illegible] [illegible], followed by the report [illegible] regarding [illegible] progress of the pupils [illegible] [illegible] [illegible] [illegible] Chairman [illegible] [illegible] [illegible] and [illegible] and [illegible] addresses were made by [illegible] Esq., Chairman of the Board [illegible] the Rev. [illegible] Professor of University College, Professor [illegible] University College, the Rev. [illegible] Chairman of the Board of Public Instruction for the Colony [illegible] the Hon. [illegible] M.L.A., [illegible] [illegible] the [illegible] of [illegible] and the Rev. [illegible]. The gentlemen [illegible] [illegible] [illegible] [illegible] Esq., [illegible] [illegible] [illegible] Public [illegible] in many others [illegible] and [illegible] [illegible] [illegible] the [illegible] of the [illegible] [illegible] [illegible] [illegible] [illegible] the [illegible], which was [illegible] of the [illegible] and [illegible] [illegible] by the Chairman. The proceedings were closed after the benediction by the Rev. the [illegible].

[illegible]

[illegible]

[illegible]

[illegible]

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[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Resolved, [illegible]

The following [illegible]
School Committee.

[illegible]

[illegible] Committee [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] of the City of Toronto.

To the Chairman, the Board of School Trustees of the City of Toronto.

Your Committee, having had under their consideration the [illegible] important [illegible] which [illegible] [illegible] [illegible], beg to report as follows:

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

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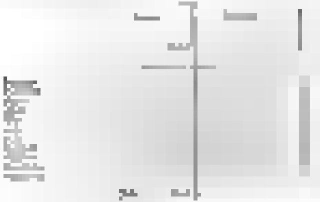

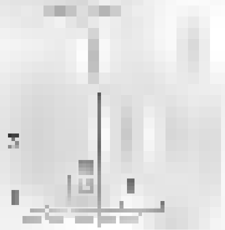

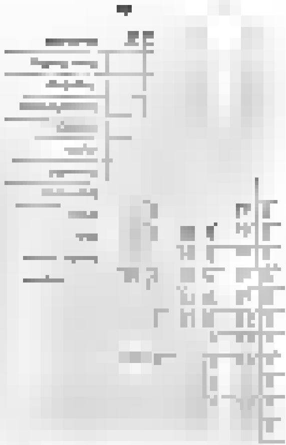

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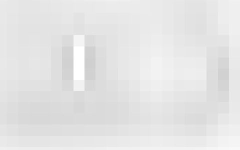

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